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ABSTRACT

The Fairbanks North Star Borough Public Library (Alaska) conducted a project that involved recruitment, coalition building, public awareness, training, basic literacy, collection development, tutoring, computer assisted services, and English as a Second Language (ESL) programs. The project served a community of 50,000-100,000, and targeted inmates of correctional institutions, welfare recipients, and ESL learners. Tutoring was done one-on-one, using the Literacy Volunteers of America (LVA) method and materials developed by the Literacy Council of Alaska. The project served 353 adult learners and provided 4,300 hours of direct tutoring service. The report provides a comparison of actual accomplishments to goals and objectives set forth in the grant application; a comparison between proposed and actual expenditures; specific details of activities undertaken; the role the library played in the accomplishment of the goals and objectives; agencies and organizations that assisted in the project; and the impact of the federal project on the ongoing program of the library. Attachments contain lists of project sites, donors, and organizations that volunteered services; cultural forum materials; prison tutoring program training manual; literacy consortium meeting agendas; volunteer tutor recruitment and training materials; and program brochures, promotional materials, newspaper articles, and evaluation forms. (SWC)

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**Fairbanks North Star Borough Public Library, Final
Performance Report for Library Services and
Construction Act (LSCA) Title VI, Library Literacy
Program**

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FINAL PERFORMANCE REPORT

for

LIBRARY SERVICES AND CONSTRUCTION ACT
TITLE VI
LIBRARY LITERACY PROGRAM

(CFDA No. 84.167)

U.S. Department of Education
Office of Educational Research and Improvement
Library Programs

Washington, DC 20208-5571

PART I: GENERAL INFORMATION

GRANT RECEIVED BY:
FAIRBANKS NORTH STAR BOROUGH PUBLIC LIBRARY
1215 COWLES STREET
FAIRBANKS, ALASKA 99701

GRANT REPORT PREPARED BY:
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GRANT NUMBER: R167A20055
GRANT AMOUNT: \$35,000.00
ACTUAL EXPENDITURES: \$34,907.89

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Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

- ☐ under 10,000
- ☐ between 10,000 - 25,000
- ☐ between 25,000 - 50,000
- ☒ between 50,000 - 100,000
- ☐ between 100,000-200,000
- ☐ over 200,000

2. What type of project was this? (Check as many as applicable)

- | | |
|--|--|
| ☒ Recruitment | ☒ Collection Development |
| ☐ Retention | ☒ Tutoring |
| ☐ Space Renovation | ☒ Computer Assisted |
| ☒ Coalition Building | ☐ Other Technology |
| ☒ Public Awareness | ☐ Employment Oriented |
| ☒ Training | ☐ Intergenerational/Family |
| ☐ Rural Oriented | ☒ English as a Second Language (ESL) |
| ☒ Basic Literacy | |
| ☐ Other (describe) _____ | |

3. Did you target a particular population? (Check as many as applicable)

- | | |
|--|--|
| ☐ Homeless | ☐ Homebound |
| ☐ Hearing Impaired | ☐ Seniors/Older Citizens |
| ☐ Visually Impaired | ☐ Migrant Workers |
| ☐ Learning Disabled | ☐ Indian Tribes |
| ☐ Mentally Disabled | ☐ Intergenerational/Families |
| ☐ Workforce/Workplace | ☒ English as a Second Language |
| ☒ Inmates of Correctional Institutions | |
| ☒ Other (describe) <u>welfare recipients</u> | |

4. If this project involved tutoring, what tutoring method was used?

- | | | |
|---|--|--|
| ☐ Laubach | ☒ LVA | ☐ Michigan Method |
| ☐ Orton-Gillingham | ☒ Other (describe) | |

Literacy Council developed materials

5. If this project involved tutoring, how was it provided? (check as many as applicable)

☒ one-on-one tutoring ☐ small group instruction
☐ classroom instruction

- 6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? ☒ yes ☐ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

The library literacy project coordinator helps train tutors for the Literacy Council of Alaska, which assesses students as follows:

Tests: ESLOA - English as a Second Language Oral Assessment
API - Adult Placement Indicator

Summary of results: 42 students completed beginning level ABE or ESL;
10% completed a program of instruction in intermediate or advanced ABE or ESL.

- 6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? ☒ yes ☐ no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

The Literacy Council receives monthly reports from tutors describing methods used and student progress.

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

☒ bibliography (computer)	☒ resource directory
☐ curriculum guide	☐ evaluation report
☐ training manual	☐ survey
☐ public relations audiovisual	☐ newsletter(s)
☐ training audiovisual	☒ other (describe)
☐ recruitment brochure	<u>handouts and activity sheets</u>

See attachments: Computer software bibliography, 6.1
ABE/ESL resource agency directory, 9.4
Library workshop activity sheet, 4.1
Tutor training handouts, 3.1

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8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 252

Of those served, how many received direct tutoring service? 222

How many hours of direct tutoring service did they receive? 2,200

How many new volunteer tutors were trained? 100

How many current volunteer tutors received additional training? 12

How many volunteer tutors (total) were involved? 232

How many non-tutor volunteers were recruited? 100

How many service hours were provided by non-tutors? 96, estimated 300 hours

How many librarians were oriented to literacy methods, materials, and students? 600

How many trainers of tutors were trained? 7

PART III: NARRATIVE REPORT

GOAL OF GRANT PROJECTS: To coordinate with the Literacy Council of Alaska to promote literacy for all community members regardless of age, sex, background or education by soliciting volunteers and involvement from other community agencies and organizations; to provide materials for literacy instruction and training at the public library and at various agencies and libraries throughout the Fairbanks North Star Borough area.

In coordination with the Literacy Council of Alaska (LCA), the Library Literacy Project carried out these objectives:

A. GRANT OBJECTIVES AND ACCOMPLISHMENTS:

1. To recruit at least 100 volunteers for LCA tutor training for adults and young adults during FY'92-'93.

180 volunteers were recruited for LCA tutor training workshops during the grant year. Extensive publicity included all local media: television, radio and newspapers. Promotional flyers were created and distributed. Display advertisements were published in the Fairbanks *Daily News-Miner*, and tutor recruitment bookmarks were designed and distributed at the library. The project coordinator made literacy presentations in over ten radio and television interviews and to interested groups, and publicized the need for tutors at the LCA and Borough booths at the Tanana Valley Fair.

2. To assist with the training of all volunteer tutors and English as a second language (ESL) apprentice trainers during FY'92, including special training sessions at the local state correctional facility.

The project coordinator co-facilitated 10 adult basic education (ABE) and ESL tutor training workshops, including two prison inmate tutor training sessions and one advanced tutor training for community tutors. She reserved space at various borough locations, and developed special training materials for LCA tutors.

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3. To provide support services to literacy volunteers instructing adult nonliterates and new readers.

LCA had over 200 active tutors at the close of the grant year. Direct assistance was given to at least 50 tutors, students and resource agency staff members. The project coordinator assisted tutors with selection of appropriate materials from the public library literacy collection, introduced educational computer programs and offered library tours. She scheduled two "Tutor Talk" meetings at the library to highlight the library literacy collection. She also conducted five follow-up meetings at the Fairbanks Correctional Center (FCC) for inmate tutors. The project coordinator publicized library materials and special programs in the LCA newsletter.

4. To continue to develop and acquire instructional materials including *Ready to Read* training manuals, magazines, newspapers, and software for use by volunteer tutors for checkout at the library or at remote sites such as the correctional facility.

Over \$1,800.00 of grant funds purchased books and audio-visual materials for the public library literacy collection, especially focused on the topics of grammar, idioms and pronunciation. \$315.00 funded a collection of *Ready to Read* materials for use at the FCC. The Fairbanks *Daily News-Miner* offered five newspapers each week to inmate-tutors at FCC, a value of \$105.00. The project coordinator also oversaw small literacy "seed collections" housed in agencies and organizations throughout the Borough. In the Noel Wien Library, the project coordinator developed new strategies and materials to promote use of the library literacy computer. The literacy collection was promoted through on-site tours and announcements at tutor training workshops.

5. To establish closer ties with the library and LCA and the organized community groups whose members include or have connection with potential ESL and adult new reader students by hosting a series of Fairbanks Cultural Forum events and reciprocal literacy information programs.

Over 900 adults and children attended a series of six cultural forums hosted by the Chinese, African-American, Hispanic, Russian, Alaska Native and Korean communities of Fairbanks. 100 volunteers presented traditional dances, music, fashions, children's games, ethnic foods and exhibits of art and artifacts. The Sunday afternoon events were enthusiastically

received by the ethnic groups and Fairbanks as a whole. The grant coordinator solicited \$1,060.00 to advertise the forums, and local radio and T.V. stations promoted them as well. 16 people attended a follow-up library tour for Spanish-speakers on August 18th, and \$180.00 was solicited for door prizes. 35 ESL students from Adult Learning Programs of Alaska attended three additional library tours.

6. To introduce unemployed welfare recipients to library literacy and adult basic education materials and community literacy and adult basic training resources in the community.

The literacy project coordinator conducted six library tours and workshops for 52 welfare recipients taking part in the Alaska Work Programs employment retraining program. Activities included a walk-through of library facilities and practice using library cataloguing equipment. Approximately 40% of participants did not have library cards prior to the workshop.

7. To coordinate an alliance of Fairbanks community literacy training agencies and libraries.

Representatives from ten local adult basic education and English as a second language programs regularly attended eight meetings of the Fairbanks Literacy Consortium during the grant year. The grant coordinator created and maintained a mailing list of over 40 agency directors and public officials, and produced invitations to meetings and reports summarizing topics covered. Literacy Week activities, coordinated by the consortium to recognize International Literacy Day in September, marked an important collaborative literacy awareness campaign.

8. To document and evaluate all project components using qualitative and quantitative information.

Evaluation procedures applied during this grant year included: compiling attendance data at all events; documenting circulation statistics for the library literacy collection; tallying the project coordinator's involvement with students and tutors for support services described in objective 3; developing and implementing evaluation forms for grant activities; as well as upgrading LCA workshop evaluations to judge the quality of training workshop presentations. LCA continues to assess student progress through pre- and post-testing.

B. BUDGET ANALYSIS

1. PROPOSED AND ACTUAL EXPENDITURES:

	Proposed Budget	Actual Expenditures
Personnel Services:		
Literacy Coordinator Salary	\$21,746.00	\$22,769.50
Benefits	\$7,611.00	\$7,518.50
Commodities:		
Office Supplies:	\$150.00	\$146.53
Capital Outlay:		
Library Materials	\$1,931.00	\$ 1,853.36
Other:	\$65.00	\$65.00
Indirect Charges:	\$3,497.00	\$2,555.00
TOTAL	\$35,000.00	\$34,907.89

2. EXPLANATION OF BUDGET CHANGES:

Indirect charges were requested at 11.1% at the time of the grant application. When the grant was awarded, indirect charges were appropriated at 7.9%. The excess indirect funds were used to offset a shortage in salary and benefits for the literacy project coordinator.

3. ADDITIONAL IN-KIND CONTRIBUTIONS:

- \$1,033.00 from the FNSB Library for salary and benefits for the project coordinator
- \$500.00 from Nine Star Educational Enterprises for staff development
- \$100.00 from FNSB Library for staff development

C. COMPREHENSIVE DESCRIPTIONS OF ACTIVITIES:

1. Cultural Forums:

Six diverse ethnic groups each hosted an afternoon of cultural activities in the Noel Wien Library auditorium. These high profile community events attracted over 900 adults and children into the library. Attendees enjoyed traditional dances, music from Beijing to Bolivia, fashion shows, children's games, food tasting, presentations on languages, art and weather, as well as exhibits of art, tools and artifacts. 100 volunteers contributed to the programs. Adult basic education and English as a second language training opportunities were highlighted at a pamphlet table staffed by a Literacy Council volunteer, and in announcements at the beginning of each forum. Library books on appropriate countries or written in foreign languages were displayed and available for check out. On Sunday, January 24, 1993, 120 Fairbanksans came to the Chinese Cultural Forum, even though the temperature was 40° below zero. 130 people attended the Black Heritage Cultural Forum, February 28th; 240 people packed the 100-seat auditorium for the Hispanic Cultural Forum, March 25th; 70 people enjoyed the Siberian Cultural Forum, April 25th; 100 people attended the Alaska Native Cultural Forum, May 23rd; and the Korean Forum on September 26th drew 260.

The library literacy project coordinator served as a catalyst for these events. She sought coordinators for each forum, met with them to plan the program, arranged for space and audio-visual equipment, publicized the event in the local media, created the programs and helped with set up and clean up. She followed up with evaluations and thank you letters.

To promote the cultural forums, the project coordinator solicited \$1,060.00 in donations from local businesses and in-kind support from the local newspaper. Four-by-four inch ads ran in the newspaper twice before each forum, in addition to notices in the paper's local events listings. Radio stations aired public service announcements prepared by the project coordinator. Chinese and Spanish-speaking volunteers helped to record radio spots in their native languages when a local station (KQRZ) volunteered use of their facilities. Because the grant coordinator sent news releases to T.V. stations, KTVF -T.V.11 produced news stories preceding forums, 1/22, 2/26, 3/20, 4/24 and 9/25. The grant coordinator also arranged interviews with forum coordinators on a public radio station, KUAC-FM, 2/26, 4/22 and 5/20. Turn out far exceeded expectations and occasionally auditorium capacity. Response to the cultural forum series was enthusiastic. Two "Applause" letters written by

attendees appeared in the *Daily News-Miner*, and the series was featured in the nationally distributed newsletter *The Written Word*. One Applause letter noted that, "the cultural forums have had a definite positive impact on the Fairbanks community." They "bring people together." Participating groups felt strengthened by the area-wide recognition the events offered. On an evaluation form, an organizer explained that the forum "helped to foster an attitude of positive self-worth because we were asked to share our culture." Several forum coordinators expressed interest in repeating their programs next year, and other groups contacted the literacy project coordinator in hopes of participating.

Closer ties have been forged between the library and minority groups in Fairbanks. Though increased library use by those groups is difficult to document, staff at the library information desk assisted double the number of new patrons during the afternoon of one forum, many of whom were ethnic minorities who have continued to visit the library. The Chinese forum coordinator stated on her evaluation form, "...more people will come to the library." Another wrote that area Hispanics now know, "that we are welcome, that the library is interested in our culture..." Still another commented that the event, "helped to highlight a positive attitude for our library." Unfortunately, no formal statistics were kept at the Literacy Council that reflect how many new students learned of educational opportunities at the cultural forums.

The literacy project coordinator offered follow-up activities in the library to ethnic minority groups. A library tour for Spanish speakers was held August 18th with a volunteer Spanish translator. Flyers produced by the project coordinator were distributed through the Hispanic Cultural Forum coordinators and local Hispanic businesses offered door prizes worth \$180.00. 16 adults and children attended. Another local adult basic education program requested tours for its ESL students. 35 Korean, Chinese, Hispanic and Russian students from Adult Learning Programs of Alaska (ALPA) attended tours on 3/24, 6/16 and 7/20. Since their spoken English skills were extremely limited, more knowledgeable participants translated the presentations into other languages. 13 people applied for new library cards during these tours.

2. Prison Tutoring Program:

The Library Literacy Project, in coordination with the Literacy Council, established the first inmate tutor program at Fairbanks Correctional Center (FCC), a state, pre-trial facility. Workshops held inside FCC in 12/92 and 3/93, trained 17 inmate tutors to help

other inmates with basic reading and writing skills on a one-to-one basis. Ten inmates were tutored for 135 hours during the grant year. The Literacy Project coordinator compiled training packets, set agendas and presented information with staff from LCA. Training sessions covered *Ready to Read* techniques using the newspaper, as well as LCA adult basic education methods including: language experience approach, phonics and sight words.

Tutor recruitment and support were handled by the literacy project coordinator and the FCC education director, Mark McDonald. Flyers created by the literacy project coordinator were posted inside FCC by the education director. He arranged for workshop space and managed tutor/student matching. He recorded tutoring hours and checked out literacy materials. The literacy project coordinator met with inmate tutors for five follow-up sessions (12/17, 1/9, 1/22, 4/6 and 6/4) on these topics: attracting students, reading comprehension, phonics and writing ideas. She invited a former inmate, currently an LCA Board member, to speak to tutors (6/4/93) on education and motivation for prisoners. He was later asked to speak again to the larger Native Alaskan cultural awareness class (8/2/93).

Inmate tutors proved highly effective from the outset of this program. They were motivated to learn tutoring techniques and willing to seek out students in FCC. They were able to understand inmates' "attitude" toward education and try to find a way around it. Inmate tutors were more accessible to their students, making scheduling lessons much easier. Tutors met informally with their students at the Learning Center and in their dorms in FCC. They used materials from a small literacy collection shelved in the Learning Center and newspapers donated by the Fairbanks *Daily News-Miner*. By training inmate tutors, the program also avoided security restrictions that limit community tutor access to FCC. The only drawback to working with inmate tutors was a high turnover rate; when they were released or transferred out of the local facility, a new training session would have to be scheduled. When outside tutors expressed interest in working at FCC, they were asked to attend a prison volunteer orientation held at a local church. Because enough inmate tutors were available to meet demand, project directors determined that further training of community tutors, as specified in grant objective 2.2 was unnecessary.

Recruiting inmate students was more difficult than finding tutors. Though over 40% of FCC inmates hadn't completed high school, few were willing to "risk" tutoring. The education director posted notices in addition to speaking directly to potential students. Inmate tutors

wrote an article in the prison newspaper and spoke to many inmates personally. The Native Cultural Awareness class presentation was planned to attract students as well. The prison ministries program director instructed her volunteers in FCC to refer inmates to the program if needed. Word of mouth was found to be the most effective advertising in the facility.

Response to the program has been positive. The director of the local prison ministry program offered training to the literacy project coordinator. After the literacy project coordinator wrote a brief article for the LCA newsletter, the Fairbanks *Daily News-Miner* sent a reporter and photographer for a front page article, 4/17/93. The Literacy Council is committed to continuing the prison tutoring program with community tutors when grant funding ends. FCC staff judged the program to be helpful, especially to those students who were uncomfortable attending classes in the Learning Center.

3. Library Workshops for Welfare Recipients:

The Library Literacy Project offered six library workshops to 52 new clients of Alaska Work Programs, a local J.O.B.S. agency. A flyer produced by the grant coordinator announced the date and time of each tour: 10/7/92, 11/19/92, 3/3/93, 5/27/93, 7/29/93 and 9/1/93 from 10a.m. to noon. Most of the unemployed welfare recipients rarely visited libraries previously. The literacy project coordinator shaped workshop content around the participants' interest in parenting skills, job training and health. During a walk-through of library facilities, she pointed out important collections, introduced the Library of Congress classification system, taught how to use the library computer catalog, and highlighted children's programs and the library literacy collection. The project coordinator designed practice activities to reinforce the information presented. Worksheets required participants to use computers, search for specific books and periodicals, and find materials for themselves or their children.

Although attendance was uneven, students expressed gratitude for the experience. Most participants rated it highly on evaluation forms, saying they learned "how to find things," and "how to use the computers." Several noted they will use the library more often because of the tour. Alaska Work Programs staff were extremely supportive, and usually attended the tour with their clients. Their evaluations rated the program "highly relevant" to their clients' needs. The director of Alaska Work Programs wrote, "for many of our clients and their children, the workshop/tour is critical to their use of the library."

4. Fairbanks Literacy Consortium:

The Literacy Consortium coordinates the common interests of Fairbanks' ABE and ESL agencies committed to sharing ideas, educational opportunities, and promoting literacy in our community. Ten agencies participated regularly in meetings held 11/10/92, 12/9/92, 1/13/93, 4/14/93, 5/19/93, 7/7/93 and 8/4/93. Information and invitations were sent to an additional 30 individuals and agencies on the mailing list. Two sub-committees were created to address legislative action and children's literacy issues.

The literacy project coordinator created and updated the mailing list, organized the agenda with input from the directors of LCA and ALPA, reserved the library conference room and mailed agendas. She invited five panelists to address the consortium (1/13/93) concerning their work with Alaska Native students. Their presentations and other information gathered at consortium meetings resulted in reports which were prepared and mailed by the project coordinator on these topics: student assessment tests used by local agencies, summer education opportunities, and suggestions for working with Alaska Native students.

To celebrate International Literacy Day, September 8, 1993, consortium members staged an extensive public relations campaign. While LCA and ALPA directors organized advertising and speaking engagements, the literacy project coordinator served as overall manager. The library director appeared on "Good Morning Fairbanks" (KTVF-TV11), and he and the LCA director spoke at a Rotary luncheon.

The literacy project coordinator drafted mayoral proclamations, and scheduled student-speakers for service organization luncheons and T.V. interviews. She appeared with another library staff member on "Perspectives," the local NAACP T.V. broadcast on KTVF-TV11. She helped orchestrate open houses at six local adult basic education agencies; she and the public services librarian solicited door prizes worth \$170.00 for participants in the open house and contacted local businesses willing to display literacy slogans on their advertising marquees. She also worked closely with a local public radio interviewer to help produce an hour-long special on literacy. Five LCA students were interviewed for the "Conversations" documentary, and the show aired September 12th. A tape of the broadcast has been submitted to Barbara Hume, Federal DOE LSCA Title VI grant officer. The "Passport to Learning" campaign was an ambitious and challenging undertaking for this small literacy alliance.

Evaluations from Literacy Consortium members noted that most participants found the group very helpful in coordinating local literacy efforts. Agencies who did not send representatives to meetings wrote that they found informational mailings useful. All participants appreciated information that helped with referrals to other agencies.

5. Materials Acquisition and Circulation:

a) Library Collection

The literacy grant coordinator and LCA student-tutor coordinator assessed the literacy collections at the library and the Literacy Council. New purchases for the library complement materials available at LCA on these high demand topics: grammar for speakers of English as a foreign language, idioms and pronunciation. The library also acquired books recommended by ALPA, including a pre-G.E.D. workbook series used by hundreds of their students. Fiction and nonfiction purchased included writings by new adult readers, and titles from New Readers Press, Literacy Volunteers of America and Literacy Volunteers of New York City. Texts and workbooks covered mathematics, spelling and geography. These materials will be added to the library's existing literacy collection, which is maintained by the project coordinator. Books, cassette and video tapes are housed in a small, separate room with a table and chairs. It is an ideal meeting place for tutors and students. When additional shelf space in the room became available in the winter, the project coordinator reorganized materials and labeled shelves to make them more accessible.

A total of 530 books, tapes and videos circulated to patrons during the grant year; in the winter months, circulation increased 18% over the same period in the previous year. The number of materials used in the library only, without being checked out, has not been tallied.

b) Other Collections

The project coordinator maintained contact with 11 "literacy seed collection" librarians who received literacy materials with project funds during the previous grant year. She oriented new seed collection staff to the materials, helped with student referrals, and recommended additional purchases. Librarians received Literacy Consortium invitations and reports. One consortium agency, Even Start, plans to promote the collections to its clients on local military bases. Two seed collections were transferred during the grant year

to new locations at the Fairbanks Native Association and FCC. Ten copies of *Ready to Read* training manuals for beginning readers were added to the prison collection for use by inmate tutors. Two seed collection librarians reported the materials were getting good use, and others noted some increase in circulation.

c) Computer-Assisted Learning

Library patrons, Literacy Council students and tutors have access to an Apple IIe computer purchased in an earlier grant year and housed in the library. When usage dwindled in the winter and spring, the literacy project coordinator created promotional flyers and an annotated listing of available software, redesigned computer instructions, offered introductory lessons and informed the Literacy Consortium members of its potential for their clients. The project coordinator demonstrated software at a "Tutor Talk" session for LCA tutors, July 19. Although only 30 hours of usage were logged, promotion continued to new tutor trainees and in the LCA newsletter. As the machine and its software become more and more outdated, we plan to replace them with a Macintosh system funded by the Fairbanks Rotary with proceeds from the Chena River Run, May 1993.

6. Ongoing Activities:

a) Volunteer Recruitment

Recruitment efforts during the grant year were aimed at a broad cross-section of the local population through the media. Public service announcements for each tutor training workshop were prepared and submitted to all area radio stations. News releases were sent to local newspapers and to area churches for publication in their bulletins. The ongoing need for tutors was mentioned in radio and television interviews and newspaper articles concerning literacy or the library literacy project. The coordinator created several special flyers that were mailed to local resource and volunteer organizations as well as posted in key locations in Fairbanks, on the military bases and on the university campus. When the need for tutors skyrocketed in the summer, the literacy project coordinator designed a display ad for the *Daily News-Miner*, which an LCA Board member arranged to have published at no charge. Tutor recruitment bookmarks, created by the Project Coordinator, were distributed at the library checkout desk. The coordinator also staffed the LCA and Fairbanks North Star Borough booths at the Tanana Valley State Fair for six hours, talking with community members about literacy programs. Title VI grant support contributed to a 17% increase in the number of tutors recruited over last year.

b) Tutor Training and Support

The literacy project coordinator assisted with LCA tutor training by helping to set agendas, compiling handout packets, reserving space and working to set up for and clean up after all workshops. During tutor training workshops, she presented ABE and ESL tutoring techniques on these topics: the language experience approach, sight words, pronunciation, vocabulary drills and idioms. She developed new training handouts for ESL workshops and ABE trainings at Fairbanks Correctional Center.

The literacy project coordinator provided support services to over 200 active LCA tutors. She informed them of available resources with samples of public library literacy materials at tutor training workshops, tours of the library literacy collection, and in notices in the LCA newsletter. Because she was available at the public library, tutors and librarians often requested her assistance in choosing appropriate materials from the literacy collection. The project coordinator publicized two "Tutor Talk" sessions to be held in the library in the LCA newsletter and in postcards to tutors. When only two tutors attended, further meetings were cancelled.

c) Improving Public Awareness

Frequent media attention, initiated by the Library Literacy Project, helped increase public awareness of illiteracy in our community and resources available for adult basic education. Nine T.V. interviews and news stories discussed grant funded activities. During the interviews the project coordinator reviewed local literacy needs, resources available, and volunteer opportunities at the Literacy Council. The local public radio station aired three radio interviews and produced an hour-long documentary involving local ABE students and literacy providers in response to International Literacy Day activities.

The Fairbanks *Daily News-Miner* published a front page article on the prison tutoring program, three columns by the library director on literacy, and a "guest opinion" by the Literacy Council director during the grant year. They also printed display advertisements for new tutors and International Literacy Day events at no charge. When FY '94 funding for library literacy programs was stalled in the U.S. Congress, Alaska's senior senator submitted a letter to the editor of the *News-Miner* in support of the program.

The project coordinator made presentations on literacy to a meeting of the local Home Economics Association on January 9, to a day care assistance staff May 20, and in a article

in *Sourdough*, Fall 1992, an Alaska State Library Association journal that circulates to 600 librarians statewide. A listing of adult basic education and English as a second language resource agencies was updated and distributed through Consortium agencies.

7. Other Literacy Events

a) Wally Amos Visit

Literacy Volunteers of America spokesperson Wally Amos spoke at the Noel Wien Library, May 26th. Approximately 20 people attended. The Library Foundation funded air fare for Mr. Amos from Anchorage. The literacy project coordinator arranged publicity, including an interview on the local T.V. news, KTVF-T.V.11. The library director wrote a *News-Miner* column published May 23, titled "Famous Amos to cook up reasons to read."

b) Chena River Run/Rotary Grant

The Rotary Club of Fairbanks donated the proceeds from a 10K race, the Chena River Run, to the Library Literacy Project. \$10,000 will fund a small computer literacy lab at the library, with software for adult basic education and English as a second language. The literacy project coordinator researched computer options, created publicity bookmarks to distribute in the library, and organized volunteers from LCA and library staff to help with registration and a water table during the race. The public services librarian made a presentation to the executive board of the Fairbanks Rotary concerning the literacy lab. Project managers felt that the library literacy project's higher profile in the community contributed to the Rotary Club's willingness to invest in literacy.

c) Literacy Volunteers of America Conference

The Literacy Project coordinator attended the national conference of the Literacy Volunteers of America November 5-7, in Denver, Colorado. She applied for and received \$500.00 in funding from Nine Star Enterprises, which was applied to travel costs. The library paid the \$100.00 registration fee. The grant coordinator participated in the following workshops: "Doing time: basic literacy skills in a community correctional facility; Book banking; The way to excellence as a workshop leader; Benefiting from the new national literacy institute; What is different about inmate tutoring programs?; and ESL methods and activities." The project coordinator received valuable training that allowed her to establish a literacy program in Fairbanks Correctional Center. Although the LSCA Title IV grant clarified the need for local prison literacy work, no funding was

available for training, nor do staff development opportunities exist in this field in Alaska. In addition, the coordinator gained specific techniques to improve tutor training methods outlined in grant objective 2. Finally, her exposure to national literacy issues and leaders allowed her to represent local literacy programs knowledgeably.

D. THE LIBRARY'S ROLE:

The Fairbanks North Star Borough Public Library's role in this literacy grant project continues to grow. The library houses an expanding collection of literacy materials in a small, special collections room. When genealogy materials were removed from shelf space in the same room, the library allowed the literacy collection to fill the space. The library provided office space to the grant coordinator and meeting room space for grant-coordinated events.

Library staff were directly involved in fulfilling grant objectives as well. The public services librarian supervised the literacy project coordinator, prepared the grant proposals, attended cultural forums and literacy consortium meetings, as well as participating in preparation for International Literacy Day. She attended the American Library Association convention at her own expense in order to participate in preconference activities concerning family literacy. The library director attended grant funded events, including cultural forums and literacy consortium meetings. He met with the public services librarian and LCA director to discuss project activities and general community literacy issues; they worked closely with a member of the Rotary Club to develop a proposal for computer equipment funded by the Chena River Run. A library staff member volunteered to translate a library tour into Spanish; several staff members volunteered to help during fundraising events—the Chena River Run and the Literacy Council Cake Walk. The whole staff receives reports of grant projects at bi-weekly staff meetings. The library acquisitions and technical services staff spent approximately 4-5 days ordering and processing new literacy materials. Information desk personnel handled a marked increase in new patrons during the Cultural Forum series. The library contributed office supplies and a large amount of photocopying and postage to grant projects. The Borough also paid the \$100.00 registration fee to the Literacy Volunteers of America Conference in November, 1992. The grant coordinator used computer equipment on site at the library five hours each week on average.

E. AGENCIES AND ORGANIZATIONS WHO VOLUNTEERED SERVICES:

60 agencies, businesses, organizations and individuals volunteered services or donated money during the grant year. Contributions to support grant projects totaled \$1,615.00. An additional \$10,500.00 came from Fairbanks Rotary and Nine Star Enterprises for equipment purchases and staff training. See ATTACHMENT 1 for complete listings.

F. REMOTE SITES FOR THIS PROJECT:

Fourteen sites other than the Noel Wien Library were used to fulfill grant objectives. They are located throughout the Fairbanks North Star Borough and in Nenana fifty miles away. For a listing with addresses, see ATTACHMENT 1.

G. IMPACT OF GRANT PROJECT ON GRANTEE:

Grant funding allowed the FNSB Public Library to make valuable contributions to literacy education and training in Fairbanks. No other library funding targets so many low-skill level adults. Grant funding allows the library to attract users who might otherwise never be exposed to its resources. Funding allows the library to raise the community's awareness of local literacy needs and make existing literacy resources more accessible. In all, approximately 2,100 people benefited directly from grant programs this year. It is impossible to calculate how many Fairbanksans benefited indirectly, or will benefit in years to come from programs or resources made available this year; in-house use of literacy materials by students and tutors or individual learners cannot be tracked adequately. A summary of people directly impacted follows:

Volunteer adult reading and English as a second language tutors

1) Recruited and trained	180
- In-service training	14
2) FCC inmate-tutors trained	17
3) Tutors assisted at the library	44

Total tutors: 255

Adult reading and English as a second language students

1) Library workshop for welfare recipients	52
2) Library tours for ESL students	51
3) Prison inmate students	10
4) LCA students	250

Total students: 363

(continued next page)

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General public and librarians

1) International Literacy Day open house	35
2) Literacy Presentations	15
3) Cultural Forums	900
4) Librarians receiving <i>Sourdough</i> article	600

Total number of people impacted by grant projects:**2168****ATTACHMENT INDEX**

FNSB Library Literacy Project FY '92-'93

No.	Project Title	Description of Attachment
1	Organizations Involved	1 Remote sites for this project and miscellaneous donors 2 Agencies and organizations who volunteered services: -Literacy Consortium members -Cultural Forum volunteers and donors -Spanish library tour donors -Literacy Week donors
2	Cultural Forums	1 Photo overview 2 Newspaper display ads 3 <i>News-Miner</i> public service announcements 4 Flyers (Korean and Russian forums) 5 Programs (Chinese and Hispanic forums) 6 <i>Written Word</i> article 7 "Applause" letters about forums 8 Thank you letter 9 Evaluation form (sample) 10 Spanish speakers library tour flyer
3	Prison Tutoring Program	1 Tutor recruitment flyer 2 Tutor handout packet 3 Workshop evaluation form (sample) 4 Tutor report (sample) 5 <i>Daily News-Miner</i> article
4	Library Workshops for Welfare Recipients	1 Workshop practice sheet 2 Student evaluation form (sample) 3 Alaska Work Programs staff evaluation

- | | | |
|----|-----------------------------------|---|
| 5 | Literacy Consortium | 1 Sample agenda
2 Report on student assessment tests
3 Report on working with Alaska Native students
4 International Literacy Day display advertisement
5 Consortium member evaluation form (sample) |
| 6 | Computer-Assisted Learning | 1 Bibliography of computer programs
2 Directions for computer use |
| 7 | Volunteer Recruitment | 1 Tutor recruitment flyers (samples)
2 Tutor recruitment bookmark
3 <i>News-Miner</i> display ad
4 Radio public service announcement script
5 <i>News-Miner</i> public service announcements |
| 8 | Tutor Training | 1 Tutor training handouts (pronunciation and reading comprehension)
2 LCA newsletter articles (literacy statistics, cultural forums and prison literacy program)
3 "Tutor Talk" post card announcement |
| 9 | Public Awareness | 1 <i>News-Miner</i> Guest Opinion by LCA Director
2 <i>News-Miner</i> letters to the editor (including submission from U.S. Senator Ted Stevens)
3 <i>Sourdough</i> article
4 Resource list of ABE and ESL organizations |
| 10 | Literacy Events | 1 Wally Amos flyer
2 <i>News-Miner</i> column on Wally Amos by FNSB Library Director
3 Chena River Run bookmark
4 <i>News-Miner</i> notice of Rotary donation
5 Literacy Volunteers of America conference mini-grant report |

Remote sites for this project: FY 1992-1993 LSCA Title VI

Ben Eielson Jr./Sr. High School Lee Harris, Librarian Building 5271 Industrial Avenue Eielson AFB, Alaska 99702	372-3110	Literacy seed collection site
Cooke and Haugeberg CPA's 119 N. Cushman Street Suite 300 Fairbanks, Alaska 99701	456-7762	Donated conference room for tutoring workshop, 11/14/92
Eielson Air Force Base Post Library Cathy Rasmussen, Head Librarian 343 CSPTS/SSL BLDG 3340 Eielson AFB< Alaska 99702	377-3174	Literacy seed collection site, air force publicity contact
Fairbanks Correctional Center Mark McDonald, Education Dept. Head 1931 Eagan Street Fairbanks, Alaska 99701	452-4343	Prison inmate tutoring program, houses seed collection of ABE and ESL materials
Fairbanks Native Association Charlene Allen, Johnson-O'Malley Program 201 1st Ave. Second Floor Fairbanks, Alaska 99701	452-1648	Literacy seed collection site
First Church of God in Christ Mary Robinson, Literacy Program Coordinator 731 17th Avenue Fairbanks, Alaska 99701	451-2866	Literacy seed collection site, volunteer speaker for International Literacy Day
Fort Wainwright Post Library Geraldine Smith, Librarian Building 3700 Fairbanks, Alaska 99703	353-2642	Literacy seed collection site, publicity contact for on base
Lathrop High School Naomi King, Librarian 901 Airport Way Fairbanks, Alaska 99701	456-7794	Literacy seed collection site
Nenana Public Library Jennifer Molina, Librarian P.O. Box 40 Nenana, Alaska 99760	832-5812	Literacy seed collection site
North Pole Branch Library 601 Snowman Lane North Pole, Alaska 99705	488-6101	House small literacy collection, provides tutoring space

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North Pole High School
Helen Watkins, Librarian
601 8th Ave.
North Pole, Alaska 99705 488-3761

Literacy seed collection site

Resource Center for Parents and Children
1401 Kellum Street
Fairbanks, Alaska 99701 456-2866

Donated space for tutoring workshop
2/19-21/93

Salvation Army Shelter
Sue McCarty, Literacy Coordinator
117 First Avenue
Fairbanks, Alaska 99701 452-5005

Literacy seed collection site

Tanana Chiefs Conference
Reva Shircel, Education Dept.
112 First Avenue
Fairbanks, Alaska 99701 452-8251

Literacy seed collection site

Miscellaneous Donors:

Nine Star Enterprizes
Adult Education Teacher Mini-grant Coord.
650 West International Airport Road
Anchorage, Alaska 99518-1119

Awarded \$500 for travel to Literacy
Volunteers of America Conference

The Library Foundation
1215 Cowles Street
Fairbanks, Alaska 99701

Donated \$100 for Wally Amos plane
ticket

Rotary Club of Fairbanks
P.O. Box 2114
Fairbanks, Alaska 99707

Donated \$10,000 for library literacy
computer lab with proceeds from the
Chena River Run (May 1993)

Active Members of the Literacy Consortium FY 1992-1993

Adult Learning Programs of Alaska Becky Morse, Director 301 Cushman Street Fairbanks, Alaska 99701	452-6434	Direction and setting agendas, facilitating meetings, legislative action committee, open house on International Literacy Day
Alaska Native Education Cristina Hill P.O. Box 71250 Fairbanks, Alaska 99707	452-2000	Speaker on Alaska Native students (1/93 panel discussion)
Alaska Work Programs Annette Barnes, Social Worker 675 7th Ave. Station A-10 Fairbanks, Alaska 99701	451-2860	Participant, volunteer for International Literacy Day governmental proclamations
Community and Rural Development Bert Lanstra, Specialist 1001 Noble Street Suite 430 Fairbanks, Alaska 99701	451-2160	Regular participant
Even Start, FNSB School District Susan McMahon, Director P.O. Box 71250 Fairbanks, Alaska 99707	452-2000	Regular participant, open house for Literacy Day
Fairbanks Native Association Julie Wilson, Employment Dept. 100 Cushman Street, Suite 203 Fairbanks, Alaska 99701	456-2311	Regular participant
FNSB Public Library Sue Sherif, Public Services Librarian Greg Hill, Library Director 1215 Cowles Street Fairbanks, Alaska 99701	459-1020	Regular participants, Literacy Day organizers and speakers
Fairbanks Private Industry Council David Dean, Director 500 1st Avenue Fairbanks, Alaska 99701	456-5189	Regular participant
Howard Luke Alternative School Bud Kuenzli, Principal 601 Loftus Road Fairbanks, Alaska 99709	474-0958	Speaker for Alaska Native student panel discussion (1/93)
Job Service, State of Alaska Jackie Bower, Vocational Counselor P.O. Box 1010 Fairbanks, Alaska 99701	451-2871	Regular participant

Literacy Council of Alaska

Mary Matthews, Director

823 3rd Avenue

Fairbanks, Alaska 99701

456-6212

Direction and setting agendas, facilitating
meetings, legislative action committee,
open house on International Literacy Day

Tanana Chiefs Conference JOBS Program

Louise Charles, JOBS Coordinator

122 1st Avenue, Suite 600

Fairbanks, Alaska 99701

452-9251

Regular participant, open house on International
Literacy Day

UAF Tanana Valley Campus

Marcele Skelton, Learning Assistance Center

510 2nd Avenue, Room 210

Fairbanks, Alaska 99701

451-7223

Regular participant, open house on International
Literacy Day

Cultural Forum Donors & Volunteers

FY 1992-1993

KXLR-FM

Tina O'Shea, announcer
P.O. Box 70950
Fairbanks, Alaska 99707

Produced radio spots in Chinese & Spanish

KTVF-T.V. 11

Curtis Thomas, Cindy Kreiger
P.O. Box 70950
Fairbanks, Alaska 99707

News stories for most Cultural Forums

Fairbanks Daily News-Miner

P.O. Box 70710
Fairbanks, Alaska 99707

Matching funds for Cultural Forum display ads
worth \$466.00

PEO of Fairbanks

\$72.00 for Chinese Cultural Forum ad

Lizhen Gao

691 8th Ave.
Fairbanks, Alaska 99701

Volunteer Chinese speaker for radio spot

Rosalind Kan

2568 Talkeetna Ave.
Fairbanks, Alaska 99709

Chinese forum coordinator

Auto Service Company

3285 South Cushman St.
Fairbanks, Alaska 99701

\$57.24 for African-American Cultural forum
display ad

Shelly Brown

1621 Washington Drive
Fairbanks, Alaska 99709

African-American Cultural Forum coordinator

Dick Audette

Fred Meyers West
3755 Airport Way
Fairbanks, Alaska 99701

\$15.00 gift certificate for Hispanic Cultural
Forum

Gordo's Restaurant and Cantina

Mario Velderrian
124 Turner Street
Fairbanks, Alaska 99701

\$40.00 for Hispanic forum display ad

Hair by Gloria

Gloria Fernandez
177 7th Avenue
Fairbanks, Alaska 99701

\$40.00 for Hispanic forum display ad

Lucy Dalsky

P.O. Box 84313
Fairbanks, Alaska 99708

Hispanic forum coordinator

Cultural Forum Donors & Volunteers

FY 1992-1993

Ana King
P.O. Box 70712
Fairbanks, Alaska 99707

Hispanic forum coordinator

Alex Herrera
913 Gilmore Street, Apt. H
Fairbanks, Alaska 99701

Spanish speaker for radio ad

Russian Sister City Commission
Marilyn Griffin
P.O. Box 82492
Fairbanks, Alaska 99708

\$84.80 for *News Miner* display ad
Russian Cultural Forum coordinator

Sue McCarty
117 1st Avenue
Fairbanks, Alaska 99701

Russian Cultural Forum coordinator

Bernice Joseph
Doyon Ltd.
201 1st Avenue
Fairbanks, Alaska 99701

Alaska Native Cultural Forum coordinator
\$84.80 for display ad

Ah Sa Wan Restaurant
Chen-Mong Inc.
560 Tudor Road
Anchorage, Alaska 99503

Korean forum food and drinks

Mr. Charles Chang
C.C. Building Maintenance
1220 23rd Ave.
Fairbanks, Alaska 99701

\$50 donation for Korean forum

Consul Ock Joo Kim
Korean Consulate General
101 Benson Blvd, Suite 304
Anchorage, Alaska 99503

Speaker, brought film for Korean forum

Delta Airlines, Inc.
Dorothy Reid
P.O. Box 60859
Fairbanks, Alaska 99706

Donated cups, coffee, plates for
Korean forum

First Oriental Grocery
521 Gaffney Road
Fairbanks, Alaska 99701

Donated candies and food for
Korean forum

Mike Garvey
Korean Studies Program
University of Alaska
Fairbanks, Alaska 99775

Coordinator of Korean forum

Cultural Forum Donors & Volunteers

FY 1992-1993

Golden Shanghai
1990 Airport Way
Fairbanks, Alaska 99701

\$50 for Korean forum

Dr. John Koo
Korean Studies Department Head
University of Alaska 99775

Coordinator for Korean forum

Koreana Restaurant
1528 Cushman Street
Fairbanks, Alaska 99701

\$50 for Korean forum

Peking Garden Restaurant
1101 Noble Street
Fairbanks, Alaska 99701

\$50 for Korean forum

Reverend Ho Joong Cho
Fairbanks Korean Baptist Church
1501 Lacey Street
Fairbanks, Alaska 99701

Food preparation, choir and publicity
for Korean forum

Reverend In Hoiy Hu
Korean Presbyterian Church of Fairbanks
345 A Street
Fairbanks, Alaska 99701

Food preparation, choir and publicity
for Korean forum

Donors for Library Tour for Spanish Speakers 8/18/93

Hair by Gloria
Gloria Fernandez
117 7th Ave.
Fairbanks, Alaska 99701

Donated door prizes worth \$40

New Horizons Gallery
Tawny Barnebey
519 1st Avenue
Fairbanks, Alaska 99701

Donated door prize worth \$20

Lucy Dalsky
P.O. Box 84313
Fairbanks, Alaska 99708

Donated door prize worth \$10

Sandra Hendricks
FNSB Personnel Office

Donated door prize worth \$40

First Impressions Beauty Salon
Lucy Evans
29 College Road

Donated door prize worth \$55

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Fairbanks, Alaska 99709

Gordo's Restaurant
Mario Valderrain
124 Turner Street
Fairbanks, Alaska 99701

Donated door prize worth \$16

Martha Conn
1881 Aurora
Fairbanks, Alaska 99701

Volunteer Spanish translator

International Literacy Day Donors

JC Penney
Jack Luddick, Manager
610 Cushman Street
Fairbanks, Alaska 99701

Donated door prizes worth \$50

Mt. McKinley Savings Bank
Gena Stout
P.O. Box 73880
Fairbanks, Alaska 99707

Donated door prize worth \$100

McDonalds, Inc.
Dawn Harmon
1930 Airport Way
Fairbanks, Alaska 99701

Donated food coupons worth \$20

KTVF-T.V. 11
P.O. Box 70950
Fairbanks, Alaska 99707

Broadcast interviews with Literacy Consortium agencies on "Good Morning Fairbanks," "Perspectives" and the Evening News.

KUAC FM
Alaska Public Radio, Susan McInnes
University of Alaska
Fairbanks, Alaska 99775

Produced and broadcast "Conversations," a one hour documentary on local literacy issues

Mike, Jeanette, Mary, Helena, Larry

LCA student speakers for Literacy Week events



Bolivian band and dancers 3/93



Hispanic Cultural Forum fashion show, 3/93,
Spanish costume with flags in background



Children's circle games, African-American
Cultural Forum 2/93



African fashion show with "wrap" demo 2/93

Grant #R167A20055
Attachment 2.1

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Korean food tasting serving line 9/93



Korean drum dancing 9/93



Chinese hammer dulcimer 1/93



Korean art and artifacts 9/93

9/19 Sunday A-5 + Wednesday 9/22 A-5

KOREAN Cultural Forum

Explore the Far East without leaving Fairbanks!



**Sunday,
September 26th**

1:30-4:00 p.m. in the
Noel Wien Library Auditorium
1215 Cowles Street & Airport

Bring your family to enjoy:

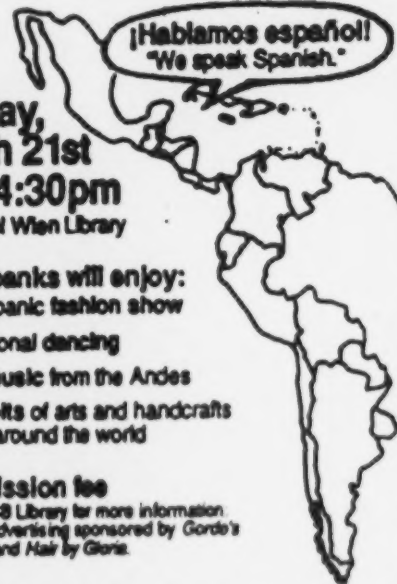
- Fan dancing
- Costume demonstration
- Korean music
- Food tasting
- Art exhibits and more!

Free Admission

This community event is sponsored by the UAF Korean Studies Program and the FNSB Library Literacy Project. Call the Noel Wien Library for details: 459-1020.

MEXICO • GUATEMALA • BELIZE • HONDURAS • EL SALVADOR • URUGUAY • SPAIN

3/14/93 P.6
PANAMA • CUBA • PUERTO RICO • VENEZUELA • COLOMBIA • ECUADOR



**Sunday,
March 21st
2:30-4:30pm**
at the Noel Wien Library

All Fairbanks will enjoy:

- a Hispanic fashion show
- traditional dancing
- live music from the Andes
- exhibits of arts and handcrafts from around the world

No admission fee

Call the FNSB Library for more information:
459-1020. Advertising sponsored by Gordie's
Restaurant and Hair by Gloria.

Hispanic Cultural Forum

NICARAGUA • COSTA RICA • PERU • BOLIVIA • ARGENTINA • PARAGUAY • CHILE

Fairbanks Daily News-Miner, Sunday, May 16, 1993

Alaska Native Cultural Forum

Sunday, May 23rd 2-4PM
in the Noel Wien Library Auditorium
1215 Cowles St. off Airport Way

Bring your family to enjoy:

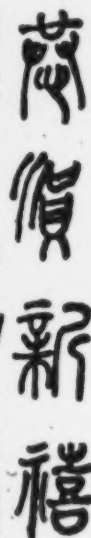
- Traditional Native dancers
- Alaska Native fiddlers
- Exhibits of tools and clothing
- Native games for children



Free Admission

This community event is sponsored by Doyon Ltd. and the FNSB Library Literacy Project. Call the Noel Wien Library for details 459-1020.

HAPPY NEW YEAR



Celebrate Chinese New Year! Bring your family to the Chinese Cultural Forum

Chinese dancing with your kids
Traditional Chinese music
Fun with the language
Brush writing
Slides and beautiful artwork

**Sunday, January 24th
2-4pm in the Noel Wien Library
1215 Cowles Street. Free Admission!**



Sponsored by the FNSB Library Literacy Project, 459-1020.

1/17/93 pg A-3

2/29/93
LOCAL
IN BRIEF

**Black Heritage
forum scheduled**

A Black Heritage Cultural Forum is scheduled for Sunday from 2-4 p.m. at the Noel Wien Library auditorium.

The day will be a chance for families to explore African-American arts and culture with the black community of Fairbanks. February is Black History Month.

Storytelling, traditional songs, African fashions and poetry, handcrafts and "soul food" will be featured.

The event is sponsored by the Fairbanks North Star Borough Library Literacy Project. For information, call 459-1020.

Local

Cultural forum hosted by Koreans

By plane, Korea is closer to Fairbanks than Miami. But Fairbanks residents have the opportunity to explore the Far East without leaving town.

On Sunday, Sept. 26, 1:30-4 p.m., at the Noel Wien Library auditorium, Korean fan dancing, music, and costumes will be demonstrated by Korean residents of Fairbanks. An art exhibit and food tasting will also be held.

The Korean Cultural Forum is sponsored by the university's Korean Studies program and the Fairbanks North Star Borough Library Literacy Project. Admission is free. Call the Library Literacy Project, 459-1020.

9/21/93 UAF Sun Star

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WHAT'S UP?

THIS WEEK IN FAIRBANKS

5/16/93 H-15

Carol Trump Studies spring program, 2 p.m., Noel Wien Library. Free. Ensembles of 12 digital keyboards and soloists. Information: 479-5250.

TUESDAY

UAF Small Business Development Center Workshop, "Child Labor Laws," 6-9 p.m., Downtown Center. Designed to provide guidance to employers who hire youths or summer employment. Information: 456-1701.

Cabin Fever Quilters' Guild Meeting, featuring wearable art fashion show, 7:15 p.m., Fairbanks Lutheran church, across from Noel Wien Library. Information: 479-3224.

The Alaska Public Lands Information Center presents free films Tuesday through Saturday. Showing this week: "Women of the Alaska Territory: An Oral History" (30 min.) noon; "City of Gold," (20 min.) 2 p.m.

MAY

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30 31

Registration day for upcoming Fairbanks Weavers and Spinners Guild workshops, noon-4 p.m., Lathrop Building, Room 219. 516 Second Ave. Information: 452-7737.

SUNDAY

Fairbanks Flutists, 4 p.m., Schable Auditorium, Bunnell Building, UAF. Free. Twelve-member ensemble, directed by Dorli McWayne, performing variety, from Bach to Debussy to Barber. Information: 474-7555.

Alaska Native Cultural Forum, 2-4 p.m., Noel Wien Library auditorium. Native games, traditional dances and exhibits of Native tools and clothing. Event is free, for the entire family. Information: 459-1020.



News-Miner file photo

An Alaska Native Cultural Forum is slated May 23 at the Noel Wien Library.

MISCELLANEOUS

The Alaska Dog Mushing



KOREAN *Cultural Forum*

Explore the Far East without leaving Fairbanks!



**Sunday,
September 26th**

**1:30-4:00 PM in the
Noel Wien Library Auditorium
1215 Cowles Street & Airport**

Bring your family to enjoy:

- Fan dancing
- Costume demonstration
- Korean music
- Food tasting
- Art exhibits and more!

The Korean community of Fairbanks hopes to share its rich cultural heritage with all the adults and children in Fairbanks.

Free Admission

This community event is sponsored by the UAF Korean Studies Program and the FNSB Library Literacy Project. Call the Noel Wien Library for details: 459-1020.



A Siberian Fairbanks?

Discover our Siberian Sister City!
Presentations for everyone on the arts
and culture of Yakutsk, Russia

Sunday, April 25th

1:30 – 4:30PM in the Noel Wien Library

- ❖ Art exhibition and discussion
- ❖ Travelling tips
- ❖ Slides of people and places
- ❖ Fun with the Russian language
- ❖ Weather worse than Fairbanks?
- ❖ Music – learn a Russian folk song

Free Admission

This community event is part of a series of cultural
forums sponsored by the FNSB Library Literacy Project.
Call 459-1020 for more information.



Hispanic Cultural Forum

March 21st, 1993

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41

De Colores

1. De colores, De colores se visten los campos en la primavera.
De colores, De colores son los pajarillos que vienen de afuera.
De colores, De colores es el arcoiris que vemos lucir.
Y por eso los grandes amores de muchos colores me gustan a mí.
Y por eso los grandes amores de muchos colores me gustan a mí.
2. De colores, De colores brillantes y finos se viste la aurora.
De colores, De colores son los mil reflejos que el sol atesora.
De colores, De colores se viste el diamante que vemos lucir.
Y por eso los grandes amores de muchos colores me gustan a mí.
Y por eso los grandes amores de muchos colores me gustan a mí.
3. Júbilosos, Júbilosos vivamos en gracia puesto que se puede.
Saciaremos, Saciaremos la sed ardorosa del Rey que no muere.
Júbilosos, Júbilosos llevemos a Cristo un alma y mil mas.
Difundiendo la luz que ilumina la gracia divina del gran ideal.
Difundiendo la luz que ilumina la gracia divina del gran ideal.

Thank you to the following business who generously supported advertising and supplies for the forum: Hair by Gloria, Gordo's Restaurant, The Fairbanks Daily News Miner and Fred Meyers West. This community event is sponsored by the FNSB Library Literacy Project with the support of a federal grant under the Library Services Construction Act.

Hispanic Cultural Forum

March 21, 1993 Noel Wien Library Auditorium

- ◆ Exhibits on display – Artwork and crafts from around the Spanish-speaking world
- ◆ Opening – Lucy Dalsky, Coordinator
- ◆ Parade of Flags
- ◆ Introductions
Ana King, Mistress of Ceremonies
- ◆ Fashion Show – Lori Chase, Narrator
- ◆ Song – De Colores
Please sing along. The words are in the program.
- ◆ Poem – Inés Alvarez
- ◆ Dances:
 - Mexico
 - Panama – murga
 - Dominican Republic – merengue
- ◆ South American Music – Los Toyos
- ◆ Bolivian Dance – la cueca

Bring your family to other Cultural Forums
this year at the library:

April 25th – Russian Cultural Forum

May 23rd – Alaska Native Cultural Forum

PY AVAILABLE

Acknowledgements:

Fashion Show and Dance Exhibitions:

Cuba - Sandra Hendricks
Bolivia - Milenka Vilaseca
Dance - Martha Conn, Ivone Vilaseca
España - Daphne Barranco
Puerto Rico - Teresita Diaz, Sarah Barranco
Mexico - Gigi Martinez, Jose Luis Martinez, Luis Manuel
Martinez, Francisco Martinez, Reyna Bernal, Linda Bernal,
Lupe Garibay, Lupe Grammont, Alexis Fernandez,
Zaira Gloria, Olivia Garibay
Panama - Eliza & Alice Howard, Jackie Armstrong
Allana Clark

Quinceañeras/Sweet Sixteen Evening Gowns:

Catherine Hoyos, Ivette Fernandez, Milenka Vilaseca,
Linda Bernal, Aileen Margarita Dalsky

First Birthday Party Dress:

Isabella Evans

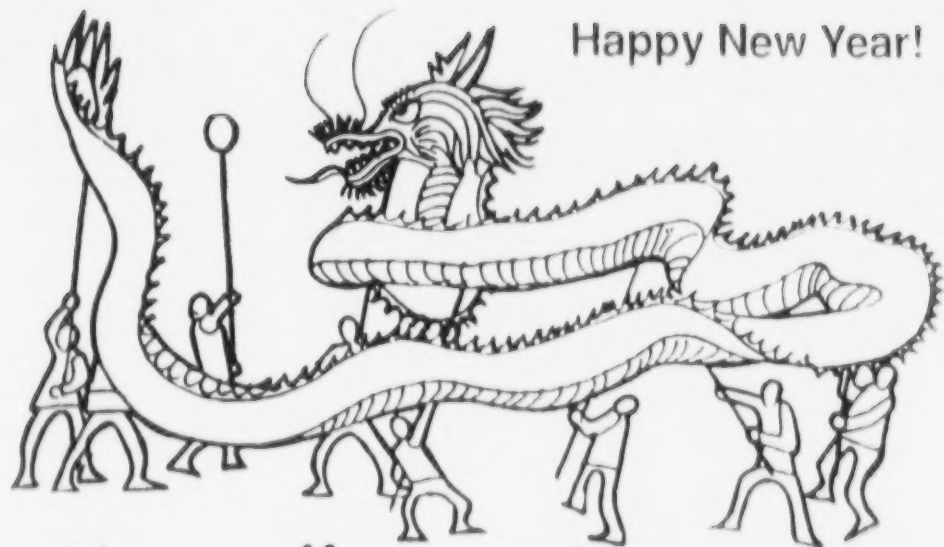
Flags courtesy of Latinos Unidos del Norte

Exhibits:

Bolivia - Matha Conn
Chile - Annie Bravo
Colombia - Bea Hempel, Inez Alvarez
Mexico - Gigi Martinez, Petra Carter, Lourdes Bernal
Panama - Ana King
Puerto Rico - Lucy Dalsky, Teresita Diaz
Uruguay - Christina Pagano

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Happy New Year!



恭賀新禧

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Chinese Community Activities

- **North Star Chinese Student Association** – Ming Di, President 479-9194
The Student Association plans showings of Chinese movies, potluck dinners and the annual Chinese New Years celebration.
- **Fairbanks Chinese School** – Rosalind Kan, Coordinator 474-0908
They offer Chinese language services including translators, Chinese culture classes (May 1993), presentations to local groups and Chinese language lessons for Chinese children.
- **Chinese Sister Cities Committee** – Leslie Korvola, Chairwoman 474-0620
They coordinate Chinese Sister Cities events and cultural exchange activities. Two years ago, they sponsored the "Traditional Chinese Orchestra" concert and hosted the mayor of Tainan, Taiwan in Fairbanks. They hope to arrange a sister city visit to Taiwan, China.

.....
Bring your family to other **Cultural Forums** this year at the library:
February 28th – African -American Cultural Forum
March 21st – Hispanic Cultural Forum
.....

Chinese Cultural Forum

January 24th, 1993 Noel Wien Library Auditorium

Activities and Presenters:

- 2:00 Display viewing – Artwork and crafts from China
Exhibitors: Rosalind Kan and Li-Her Lee
- 2:15 Welcome – Christine Hall
Introduction – Rosalind Kan
- 2:25 Children's Dance – Grace Chang, presenter
- 2:45 Fun with the Language – Dr. John Lehman, UAF
- 3:00 Calligraphy Demonstration – Wei Sun
- 3:10 Traditional Chinese Music – Chu, Feng on the yang qing
(a Chinese dulcimer)
- 3:20 Slide Presentation – Dr. John Lehman, UAF
- 3:30 Display viewing

This community event is sponsored by the FNSB Library Literacy Project with the support of a federal grant under the Library Services Construction Act Title VI.

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Goal-Directed Learning New Approach

The Literacy for Every Adult Project (LEAP) in the Richmond, (Calif) Public Library is trying a new approach to learning. Goal-Directed Learning, or GDL, approaches learning with the idea that people learn faster and better if they can apply their newly acquired knowledge directly to the improvement of their lives.

LEAP tutors assist learners by taking time to sit down and spell out what they want to do with their new reading skills, as well as what they want to become or to have in their lives. Part of the process is

the creation of The Learner Notebook, a planning tool that helps new learners take a careful look at their strengths, skills, and individual learning styles. Perhaps the most helpful use of The Learner Notebook is to provide a space where the LEAP Staff can write down suggestions based upon a learner's personal goals and how she or he can best achieve them.

Effective use of LEAP'S resources is also an important component of GDL, as well as being a way to insure that LEAP'S goals are helping learners meet their life goals.

For more information, contact: Learning Center Manager, Rodney Ferguson, Richmond Public Library-LEAP, 325 Civic Center Plaza, Richmond, CA 94804-3081; 501/307-8084.

State Updates

Alaska — Festive celebrations of Fairbanks' many cultural groups help us all get to know each other better. Chinese, African-American, Hispanic, and Russian community members have each hosted cultural forums this winter and spring at the Noel Wien Library, sponsored by the FNSB Library Literacy Project. On Sunday, May 23rd, Alaska Natives shared their arts and traditions. Fairbanks families enjoyed Native games, traditional dances, Native fiddlers, exhibits of Native tools and clothing, and more festivities. Standing-room-only crowds have enjoyed ethnic dances, children's games, and music from Beijing and Bolivia through this series of cultural forums. One attendee noted, "the cultural forums have had a definite positive impact on the Fairbanks community." They "bring people together." Adults and children alike experience the diversity of our town in a lively afternoon of performances, presentations and exhibits. Groups participating have felt strengthened by the area-wide recognition the event offers. Differences don't divide, they enrich us all. For more information, contact the Library Literacy Project, 1215 Cowles St., Fairbanks, AK 99701; 907/459-1020.

Texas — On July 29-30, volunteers, adult students and coordinators from volunteer adult literacy programs throughout the state of Texas will gather in Austin for the Fifth Annual Literacy Volunteers of America-Texas "Lone Star" Literacy Conference. LVA-Texas, a non-profit organization, supports local literacy programs in Texas and is a member of the national organization Literacy Volunteers of America. The conference will offer an opportunity for members of literacy organizations to network with their peers and gain valuable information from the many workshops presented. For more information contact: LVA-Texas, 807 Brazos, Suite 402, Austin, TX, 78701; 512/499-8095.

Oklahoma — Seven literacy programs were selected to participate in the Department of Libraries' Star Council project. Star Councils will receive materials and training in areas of board and council development, student and tutor intake and tracking, and 50/50 Management. Councils will implement the new ideas and training as needed, and will become model programs. A grant has already been written to add seven programs next year. Premier Star Councils include: Great Plains Literacy Council; Literacy Council of LeFlore County; Ponca City Area Literacy Council; Project READ, Pushmataha Literacy Council; Stillwater Literacy Council; and Tishomingo Literacy Council. For more information, contact: Oklahoma Department of Libraries, 200 N.E. 18th Street, Oklahoma City, OK 73105.

National Literacy Hotline

The National Literacy Hotline was initiated on November 1, 1983. As of April 30, 1993 a total of 781,592 clients had been served.

March's requests are delineated as follows:

Potential Volunteers	Potential Students	General/ Other	Total
2,191 45%	2,435 50%	243 5%	4,869

For more information, contact:

Contact Center, Inc.

P.O. Box 81826, Lincoln, NE 68501-1826
(402) 464-0602

1 - 800 - 228-8813

Applause

Fairbanks Daily News-Miner

Cultural forums 2/14/93

The Fairbanks North Star Borough Public Library folks really know how to go that extra mile. The cultural forums of the Library Literacy Project organized by Sue Sherif and Christine Hall have made a definite positive impact on the Fairbanks community.

An excellent program was presented by Sue, Christine, as well as the North Star Chinese Student Association with Ming Di, president; Fairbanks Chinese School with Rosalind Kan, coordinator; and Chinese Sister Cities Committee with Leslie Korvola, chairwoman. The January Chinese Cultural Forum was held at 2 p.m. on Jan. 24, and delighted the standing-room only crowd of all ages that blazed through the icy cold weather to learn about the culture. The program was excellent!

We are looking forward to the upcoming Cultural Forums that will be held at the Library on Feb. 28, African-American Cultural Forum, and on March 21, Hispanic Cultural Forum.

Keep up the great work! These projects take a lot of planning and hard work, but we appreciate them! It's great to be able to learn about our community and diversified cultural aspects and heritage. Thanks to those who are willing to share their heritage with us.

—Jimmy Stuart Runner-Beuning
Marsha Anne Beuning

Cultural forum 6/20/93

Thanks to Chris Hall of the FNSB Library Literacy Project and Doyon Ltd., the Alaska Native Cultural Forum was another "packed house event" at our Noel Wien Library on Sunday, May 23.

Narrator Gina Kalloch was informative and was great at explaining Alaska Native games. Mitsi Evans helped to demonstrate a game. The famous Nicole Johnson demonstrated her expertise and shared her knowledge of the Alaska Native games with those from the audience who wanted to participate. Nicole Johnson holds many gold medals in the World Eskimo-Indian Olympics. Bernice Joseph brought an outstanding collection of Athabaskan artifacts that were made with care, love, and tradition. Bill Stevens, well-known fiddler, helped to round out the special event. Everyone worked together to make this a successful, memorable cultural event.

Thanks again to the FNSB Library Literacy Project coordinator for making these Cultural Forum events available to our community so that we may learn, share and appreciate each other's heritage and have our community work together in understanding and harmony. We are looking forward to the next series!

—Jimmy Stuart Runner-Beuning
—Marsha Anne Beuning

Cultural forums 7/5/93

Fairbanks North Star Borough Library Literacy Project thanks the coordinators, presenters and sponsors of the Cultural Forum series for their efforts and financial support.

For the Chinese Cultural Forum in January, thanks to: Rosalind Kan who coordinated, the P.E.O., KXLR-FM, Tina O'Shea, and Lizhen Gao who helped with publicity. For the Africa-American Cultural Forum in February, thanks to: Shelley Brown who coordinated, and Auto Service Co. who sponsored advertising. For the Hispanic Cultural Forum in March, thanks to: Lucy Dalsky and Ana King who coordinated, Gordo's Restaurant, Hair by Gloria, Fred Meyer West, and Alex Herrera who helped with publicity. For the Siberian Cultural Forum in April, thanks to: Marilyn Griffin and Sue McCarty who coordinated, and the Russian Sister City Commission who sponsored advertising. For the Alaska Native Cultural Forum in May, thanks to Bernice Joseph who coordinated, and to Doyon Ltd. who sponsored advertising. We also thank the News-Miner and KTVF-TV11 who helped to publicize these events, and the many performers, presenters and exhibitors who shared their rich cultural heritages.

The Cultural Forums have brought Fairbanks closer together and allowed us to understand and appreciate our cultural diversity. You have done our town a worthy service!

—Christine Betz Hall
FNSB Library Literacy Project



Fairbanks North Star Borough

1215 Cowles Street

Fairbanks, Alaska 99701

PUBLIC LIBRARY

907/459-1020

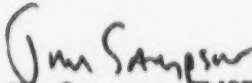
October 13, 1993

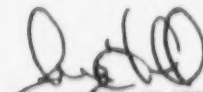
Consul Ock Joo Kim
Korean Consulate General
101 Benson Blvd. Suite 304
Anchorage, Alaska 99503

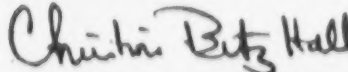
Dear Sir:

On behalf of the Fairbanks North Star Borough Library and the Fairbanks community, we thank you for sharing your rich cultural heritage at the Korean Cultural Forum on September 26th. The forum was a great success! The event offered the 260 people who attended a fascinating glimpse of the Korean experience. Thank you for helping to build bridges across the diversity of our community.

Sincerely,


Jim Sampson, FNSB Mayor


Greg Hill, FNSB Library Director


Christine Betz Hall, FNSB Library Literacy Project

Cultural Forum Evaluation

March 21, 1993

Thank you for hosting the Hispanic Cultural Forum! We value your comments to help the FNSB Library Literacy Project plan future community events. Please take a moment to complete this form and mail it back today.

1. How did the forum benefit the Hispanic community and Fairbanks as a whole? Please include specific as well as general benefits.

The Hispanic community was happy to participate and share our customs and traditions, music and culture to show the Fairbanks as a whole that we are part of it, and have something to do to enhance to its diversity. The Hispanics were united in brotherhood and love for all the countries we represent, awareness, desire to be part of it and most of all to show our contributions to the community.

2. What effect do you think the forum might have on the Hispanic community's use of FNSB Library resources?

That we are welcome, that the Library is interested in our culture, language and that there is more than books - There is interest and respect.

3. How effective was the library staff in helping you plan and present the cultural forum?

1
ineffective

2

3

4

highly effective

5

Specially Chris Hall and Sue. They were great!

4. How effective was publicity in the newspaper, on radio, t.v. or flyers?

1
ineffective

2

3

4

highly effective

5

5. Would the Hispanic community be interested in additional library or Literacy Council programs? Tours of the library, presentations on literacy or English as a second language training opportunities? Other?

Yes! We would like to have more opportunities to learn more about library, English as a second language training and tutoring, what the library can do for us and what we can do for the library.

6. What other comments or suggestions do you have?

It would be nice to see a film in Spanish, like a movie, there are beautiful movies (old) made in Spain, Mexico, Argentina. Maybe once or twice a year a full length movie of long ago in Spanish should be a real treat to us and we can pay for admission. Great!

Next year, the Library Literacy Project won't be coordinating cultural forums. But, the Library would welcome the Hispanic community to coordinate its own. We could provide space and audio-visual equipment. You will need to sign up three to four months in advance for weekend use of the auditorium. We hope to see you again! Thank you for your time and consideration.

Please return this form using the address on the reverse side of this sheet, or FAX responses to 459-1024.

Name (optional):

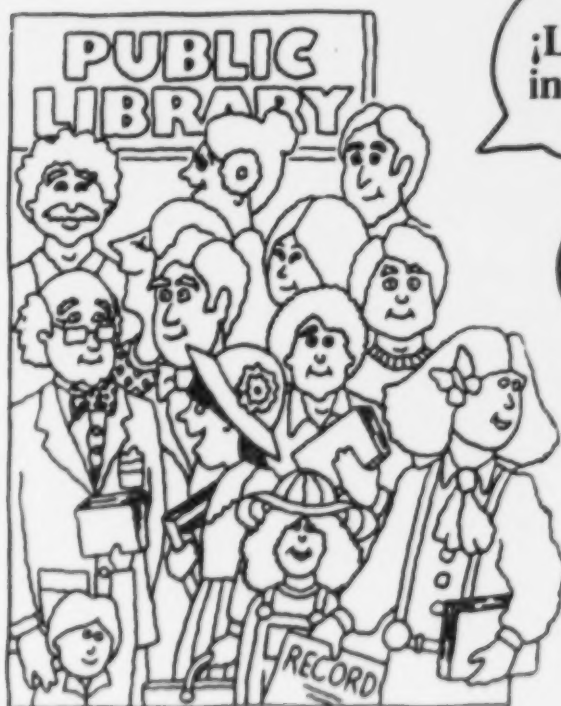
Lucy Belsky

Date

4-4-93

¡Bienvenidos a la Biblioteca!

(Welcome to the library!) –Noel Wien Library, 1215 Cowles St.



¡Libros
interesantes!

¡Yo leo!

It's free!

¡Informacion
para todos!

Get your
library
card!

Programs
for kids too.

Me gustan
los videos.

¡Es divertido!

**Pida su
tarjeta.**

A Library Tour for Spanish-Speakers

Si no habla inglés, no importa...le mostramos la biblioteca
con traductora de español.

This special tour will be offered in English with Spanish
translation. Learn how to find books and use the new
computer catalog, and ask about library programs for kids.

Miercoles, 18 de agosto, 7-8 PM

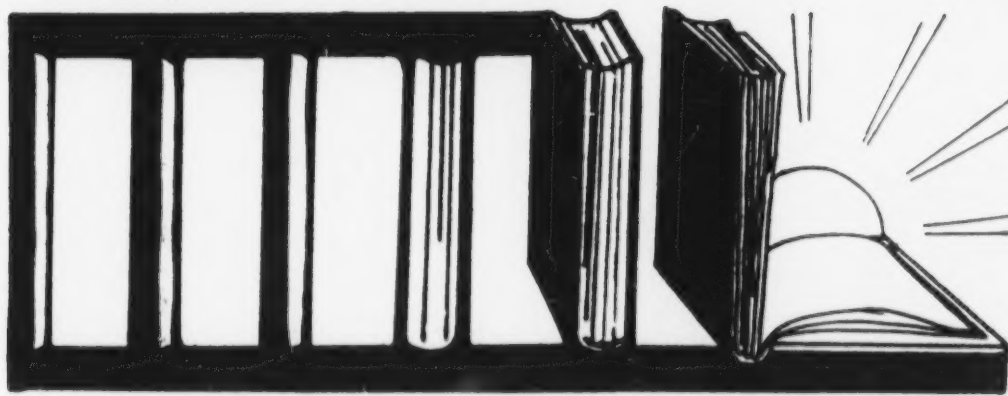
Wednesday, August 18, 7-8 PM

Meet in the Noel Wien Library auditorium,
1215 Cowles Street, off Airport Way

Door Prizes Gratis (Free)

Sponsored by the FNSB Library Literacy Project. Call for more
information, 459-1020. (Por informacion llame por telefono, 459-1020.)





Teach someone to read!

You can be a reading tutor if:

- You can read a newspaper.
- You want to add purpose to your life!
- You expect to be at FCC at least two months.
- You go to a tutor training workshop.

Sign up for a
Tutor Training Workshop
Saturday, December 12th from 1:30 to 5:00 PM.

The Literacy Council of Alaska

will train inmate volunteers to teach other inmates reading skills. No teaching experience is necessary. You will meet confidentially with one student at least 3 hours a week. Only a "degree of caring" is required.

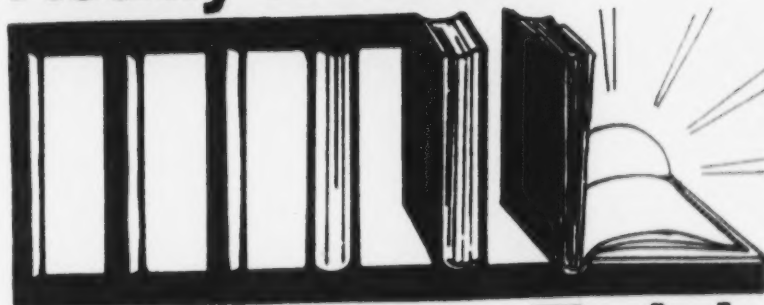
Use the newspaper

as a textbook for REAL-LIFE reading practice. Motivate beginning readers with the news they crave—from sports statistics to TV schedules, and comic strips to politics.

Learn basic techniques and lesson planning. You can open up a whole new world to someone who wants to read better.

Sign up in the education center with Mark McDonald.

Ready to Read



Reading Tutor Training

By the Literacy Council of Alaska and FNSB Library Literacy Project
in Fairbanks Correctional Center

Ready to Read

Tutor Training Handouts – Table of Contents

Preface	1
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"Not being able to read well holds you back in everything because you don't have confidence in yourself. It changes the way you stand and the way you sit and the way you deliver yourself. You talk less for fear of saying the wrong thing. A person that cannot read thinks right, but they don't know how to put their thoughts together into words because they doubt themselves. You may know the truth about something, and you want to tell a person about it, but just because you can't read, and the other person can, or the other person went to college, you feel that they know it all. So you don't say anything because you think you will say the wrong thing." —Campbell, Melvyn, adult student. "Continuum: Read this Page to Someone Who Can't" *Omni Magazine*, 6/91.

Preface

In this orientation, you will be introduced to the corrections educational setting and your place as a tutor in this setting. Your responsibilities will differ from those of a tutor working "on the outside" — most important, you will need to adapt to the policies and rules of the institution. These rules and your special responsibilities will be discussed.

You have a lot to offer an inmate, and you will find your experiences and knowledge will come into play as you tutor. Many tutors before you have gained special experiences in corrections. You get a sense of accomplishment in helping inmate learners achieve their own goals — a goal may be as simple as filling out a request to use the phone. In this orientation, the special goals of inmates will be discussed.

What is the Problem?

At present, there are more than a million people in district and county jails, state and federal prisons, and juvenile facilities. Seven out of 10 adult inmates lack high school diplomas, and the functional illiteracy rate among the inmate population is at least double the rate in the community.

As the county jail and prison population grows at an alarming rate so does the job of corrections education. The inmate population has doubled in the past decade, and experts foresee a continuation of this increase. Many of the inmates enter the system lacking basic reading and vocational skills, with histories of unemployment or underemployment.

According to Bureau of Justice statistics, a random sample of 1,000 males between the ages of 20-29 who have seven years or fewer of schooling shows that 342 of them are in prison, compared to eleven from a group of the same size who had completed high school.

Of the adults now in prison, 90% will be released in the next five years. Preparing them for re-entry into society, family life, and the workplace is a formidable challenge (statistics provided by the Correctional Education Association).

Individuals who are severely disadvantaged have great difficulty surviving not only in society but within the criminal justice system.

How Do We Respond?

In many states, such as New York, Connecticut, Virginia, Florida, Illinois, New Mexico, Wyoming, and Wisconsin, the State Departments that are in charge of correctional education programs work cooperatively with Literacy Volunteers of America to provide volunteer literacy programs to supplement their regular academic programs. In recent years many local LVA affiliates have established corrections programs in county jails and federal prisons. LVA-South Central Illinois sponsors a "Literacy in County Jails" program, and an affiliate in West Virginia operates an inmate LVA program at Alderson Correctional Center, a federal prison for women.

Literacy Statistics

"To be literate means to be able to fulfill one's goals as a family and community member, citizen, worker, and member of churches, clubs and other organizations one chooses. This means being able to get information and use it to improve one's life, being able to use reading and writing to do the things one decides to do, and being able to use literacy as a tool to solve problems one faces in everyday life."

Many Literacies by Marilyn Gillespie.

In the U.S.: 13% of adult Americans do not read at all or read below the 4th grade level.

Federal English Language Proficiency Study, 1982

1 out of 5 adults lack literacy skills to cope successfully with everyday living.

U.S. Department of Education, Adult Performance Level Study

41% of illiterate adults are English speaking whites, 37% are non-English speaking people,

22% are English speakers of African-American descent.

National Education Association

Only 4% of non-readers are served by all the literacy programs in the country.

Reported by the Alaska Department of Education

In 1992, the Federal Educational Testing Service will conduct a "National Adult Literacy Survey" through door-to-door interviews nationwide (Alaska was one of four states that opted not to participate).

In Alaska: 76,100 Alaskans may be functionally illiterate.

Extrapolated from national statistics of the U.S. Department of Education and 1990 census count of people over 18 years of age in Alaska

6,900 people in Fairbanks may not read at all or read below the 4th grade level.

Extrapolated from 1982 Federal Proficiency Study, 13% of adult population of Fairbanks according to 1990 census data

7.4% of the Fairbanks population over five years old (5,100) speak a language other than English at home. Bilingual programs in the public schools have doubled enrollment since 1980.

1990 Census reports and FNSB SD Bilingual Programs Department

6.5% of Fairbanks students drop out of school between grades 7 and 12.

Fairbanks North Star Borough School District Statistics Department, 1991

13.2% of Alaska Native students who enter Fairbanks schools as freshman never complete high school (FNSB SD). A mid-eighties report, contested by the school district, found 75% of Alaska Natives in Fairbanks never graduate.

Reported in the Fairbanks Daily News Miner, 6/2/92

15% of 9-12th graders read at or below the 6th grade level.

Fairbanks North Star Borough School District Statistics Department, 1991

34% of high school seniors said they needed help improving their reading skills, 49.6% their math skills.

Alaska High School Seniors Survey, 1988.

Implications: 70% of the unemployed may be non-readers.

Reported by the Alaska Department of Education

99% of all workers perform some reading-related work each day; to keep pace on the job they need to read an average of 113 minutes each day.

Reported by the Alaska Department of Education

60% of American prison inmates are illiterate. 85% of all juvenile offenders have problems reading.

U.S. Department of Education

44% of American adults do not read even one book in the course of a year.

Reported by the Alaska Department of Education

Children whose parents are functionally illiterate are twice as likely as their peers to be illiterate. National Assessment of Educational Progress

9/1/92 Collected by the Fairbanks North Star Borough Library Literacy Project

Literacy Council of Alaska

823 3rd Avenue

Fairbanks, Alaska 99701

456-6212

Position Description

Title: Volunteer Tutor at FCC

Reports to: Learning Center Director & LCA Tutor/Student Coordinator

Time Commitment: Minimum 4 hours per week, including preparation time.

Qualifications:

- Willingness to make a commitment to the goals of the program.
- Interest and aptitude for working with adult students.
- Patience, flexibility, humor and creativity.

Responsibilities:

- Complete at least one LCA tutor training workshop.
- Prepare lessons tailored to the individual student's needs.
- Meet regularly with a student to improve his or her reading, writing, computing or speaking skills.
- Maintain confidentiality.
- Record lessons on tutor report forms and give the information to the Learning Center director.
- Abide by FCC rules and regulations.
- Get help when problems arise.
- Help to create and maintain a positive image for LCA and its work in Fairbanks.

Benefits:

- Personal satisfaction of making a difference in someone's life.
- Gain experience working in adult basic education.

Tips for Tutors in Corrections

1. **Abide by all school/education department rules and regulations** — remember you are a staff member.
2. **Maintain confidentiality** about the learner's academic and personal problems.
3. **Be prompt and regular** - advise the program coordinator if you are unable to attend a tutoring session.
4. **Demonstrate a positive attitude** - you are a role model for the learner. Give your learner a lot of sincere verbal reinforcement.
5. **Maintain your sense of humor** - it will see you through the rough times.
6. **Work as a team** with the learners, other tutors, and staff.
7. **Avoid sarcasm** - it may be misconstrued by the learner.
8. **Don't try to counsel the learner** - refer any problems to the proper authority.
9. **Be patient and slow to judge** - make the learner feel that he/she is important.
10. **Don't confuse or overwhelm the learner** - keep directions and assignments simple.

UNDERSTANDING THE ADULT LEARNER

May lack self-confidence.

May fear competition.

May fear school, formal learning situations.

May be hesitant to reveal lack of knowledge.

May have attitudes, values and goals different from upper and middle class norms.

May live in an environment where education is not valued.

May be inexperienced in setting goals.

May have some hostility toward authority figures.

May employ defense mechanisms to avoid having real or imagined shortcomings known to others.

May experience feelings of helplessness.

May lack a positive self-image.

May lack confidence in own ability to learn.

May be unusually sensitive to non-verbal forms of communication.

May not have developed skills to sustain interest in learning.

Needs to experience immediate and ongoing success to maintain motivation.

Needs acceptance.

Expects teachers to have the ability to discriminate between "normal" and unusual behavior.

Expects teachers to keep information confidential.

Can learn and achieve goals.

Language Experience

A. Identify an experience by conversation.

1. Tutor encourages the learner to relate an experience which could be personal, descriptive, fantasy or based on a reading.

B. Record the learner's words exactly as spoken.

2. Tutor writes the learner's words in manuscript, making a carbon copy, or the learner writes after the discussion.

C. Read the story.

3. Tutor reads the story, pointing to words.
4. Tutor/learner reads one sentence, pointing to words.

D. Select and utilize target words for instruction.

5. Tutor/learner pick out meaningful words.

6. Tutor/learner work on these words following Sight Word Technique. (Write word on card, read the word, match word to word in sentence, shuffle and practice reading from word cards.)

7. Tutor files the word cards for future use.

E. Review and adapt in a variety of ways.

8. Learner rereads the story.
9. Tutor/learner select words for teaching Patterns or Phonics as soon as the learner understands those techniques.

OR

10. Learner and tutor work together or learner works alone to write the language experience story.
11. Tutor gives learner the story and word cards to take home and practice.
12. Tutor keeps a copy for typing or rewriting.

Sight Words

1. You and your student select words to be taught as sight words from the material being read, or from the Survival Word List.
2. Write the word in a new sentence.
3. Write or have the student write the word in manuscript on a small card. (In cursive too, on reverse side, if the student writes in cursive.)
4. Teach the word by telling the student the word, having him look at it and say the word aloud.
5. Have your student match the word card to the word in the sentence.
6. If all goes well, go on to the next word. If not, go back to Steps 4 and 5.
7. Shuffle the word cards and practice reading them.
8. File known word cards. Keep others for additional practice.

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LANGUAGE EXPERIENCE STORY USES

Review of Basic Steps in Eliciting an L.E.S.

1. Student dictates
2. Tutor transcribes on paper with carbon underneath
3. Tutor reads story back to student
4. Student reads story alone or in unison with teacher

Taking off from there

- Phonics: A. Ask student to find all the words in the story with a particular sound, whether initial, medial or final. Have student (or tutor) write words on flash cards. Practice words.
1. Have student group flash cards by the first two sounds. For example, if the student had found all the words with initial b, then bo would go in one pile, ba in another, etc.
- B. Ask student to find rhyming words within the text or to find words from outside the text to rhyme with one inside the text.
- Sight Words: A. Student underlines words in story that she does not know. Tutor makes flash cards.
- B. Use story vocabulary to introduce new sight words related to the lesson. For example, if the story talks about a dog and cat, the student may want to learn how to read words for other pets, like parrot or goldfish.
- Grammar: A. Have student pick a sentence. Put the words in the sentence on flash cards.
1. Have student arrange words in proper order.
 2. Have student make different sentences from the words.
- B. Have student pick sentence. Student finds words that can be removed from the sentence without making the sentence ungrammatical.
- C. Have student look for parts of speech (after explaining what they are). For example: "Please find the nouns in this passage."
- Vocabulary: A. Use story vocabulary to bring in related vocabulary from outside the story. If sailboat and wind come up in the story, you might teach tacking, knots or related words. Make flash cards by putting words

Vocabulary: on the front of cards and the definitions on the back.

- B. Delete a word from each sentence. Have the student replace the word with a synonym or antonym.

- Comprehension:
- A. Write the individual sentences on cards. Have the student arrange the sentences in chronological order.
 - B. Ask student to retell story in different words.
 - C. Ask student to find a new ending for the story. How does the new ending change the story?
 - D. Have student ask tutor questions about the story.
 - E. Delete every fifth word in a passage, leaving a beginning letter clue if student is low level. Have student fill in the blanks from the context.

When you're finished with the L.E.S.

Type L.E. stories for student. Every couple of sentences leave a big space for student to illustrate the story by drawing pictures or cutting magazine pictures out. (Do this only if appropriate--some adults may not want to use pictures) Keep each typed L.E.S. in a loose-leaf binder or notebook. The whole notebook may be presented to the student at the end of the year. Instead of typing the stories, they could be written neatly into a book with blank pages--complete with table of contents.

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Demick
June 1981

9

Using Language Experience Stories to Reinforce
Other Skills

How to Tune Up Your Car

Most professional mechanics they use machines to tune up the carburetor. Like me, I just use my ears. You turn the needle valve and make the gas so you can close it and open it. Listening by your ears is not as great as using a machine. A machine is more better.

Phonics:

Sight Words:

Structural Analysis:

Context:

Most professional mechanics they _____ machines to tune up _____ carburetor. Like me, I _____ use my ears. You _____ the needle valve and _____ the gas so you _____ close it and open _____. Listening by your ears _____ not as great as _____ a machine. A machine _____ more better.

Comprehension:

THE CASE FOR USING THE NEWSPAPER AS TEXT IN ADULT LITERACY PROGRAMS

A "See Spot Run" approach to reading appears irrelevant to both the needs and the lifestyles of the illiterate adult. Consequently, choosing the right material to use in teaching such students is a major hurdle facing adult educators. Listed below are the facts behind the argument for using the newspaper in a literacy program:

- Because money is usually scarce and funding hard to come by, the cost must be low. Through your local Newspaper In Education program, the cost is usually half price for the newspaper.
- Because adults need survival skills such as locating and buying goods and services, finding a job, etc., these skills must be taught in their reading program.
- Because of a probable history of failure relating to school on the part of most illiterate adults, lessons must be success-oriented, yet provide necessary drill without sacrificing the interest of the student.
- Because a literacy program may be a student's terminal education. That is, for reasons ranging from transience to lack of self-discipline, many students will abruptly discontinue the program. This means that, ideally, each lesson is autonomous. Any lesson involving the newspaper is valuable to the disadvantaged reader.
- Because it has been documented through a study at The Ohio State University in Columbus, Ohio, that using the newspaper for reading is the finest and most effective means for utilizing ALL reading motor skills.
- Because motivation is the key to teaching the adult to read. So turn to the sports page; look at the ads; find a used car in classified; locate the movies; clip out a recipe or coupon; students never fail to find something that interests them in the newspaper.
- Because using the newspaper forces the students to search for, identify and retrieve their own individual answers. "Look it up!" That increases the likelihood of retention.

There's an old Chinese proverb that goes like this:

TELL ME - I'LL FORGET
SHOW ME - I MAY REMEMBER
INVOLVE ME - I'LL UNDERSTAND

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USING THE NEWSPAPER TO TEACH WRITING SKILLS

1. Select a short news story and use your imagination to:
 - a. List all the possible motives, implications, outcomes, or events leading up to the event described in the story.
 - b. Select any combination of ideas from the list of possibilities and write a short, short story.
2. Clip five pictures of people from the newspaper and write a short story explaining how the five people are acquainted with each other, where they are employed, and how they got involved in the story. This may be written as a book review.
3. Re-write a story from the newspaper to make it sound as if the event occurred fifty years ago.
4. Re-write a story from the newspaper using only subjects and verbs.
5. Find a story in the newspaper which indicates a personality characteristic. Write a story to further reinforce this trait in the person described.
6. Find an obituary of a local prominent citizen. Notice it includes his occupation, why he is famous, his nationality, his size of family, his hobbies, where he lived, and may include where he was born and when he came to this area. Write your own obituary, if you lived to be 85 or 90 years old.
7. Using a newspaper story for ideas, write an essay describing the use and value of a product or service which could be advertised and marketed, trying to persuade the public to buy and use it.
8. Notices in the "Personal" column of the newspaper provide good springboards for stories with intrigue. Clip one of these messages and develop a background setting for it.
9. Clip several portions of Real Estate advertisements from the paper and find adjectives which describe houses. Write a description of your home so someone will be tempted to buy it.
10. Describe an event written in the newspaper using imagery.
11. Re-write a story from the newspaper to make the descriptions more vivid, and add more details to make the story easier to visualize.
12. Write a poem which describes an event found in the newspaper, or use a newspaper story as the basis for an original limerick.
13. Write a story in which a picture from the paper represents the beginning (climax, ending) of the story.
14. Write a story suggested by a picture in the newspaper. Describe what happened just before (or after) the picture was taken.
15. Choose a character in a picture and describe how he/she felt when the picture was taken.
16. Re-write the story told in a comic strip, or add another character to the story told in a comic strip.
17. Write a story that might have caused the creation of an editorial cartoon, or might be the result of an editorial cartoon.
18. Describe the literal (or implied) meaning of an editorial cartoon.
19. Write a story from a headline or one word found in a headline, or write a story that would prove a headline true (or untrue, satirical or humorous).
20. Predict a set of consequences from a headline.
21. Describe the situation in a news article just before (or after) the incident occurred.
22. Re-write a news article from the point of view of one of the persons involved.
23. Write a story about a happy (sad, humorous, etc.) feature story.

Phonics (Consonants)

1. Identify letter. Write it.
"This is an *s*. What is the name of this letter?"
2. Listen to the beginning sound.
"Listen for the sound of *s* at the beginning of these words and repeat the words after me—*sun*, *sink*, *socks*."
3. Pick a key word.
"Which of these *s* words—*sun*, *sink*, *socks*—do you want as your key word to help you remember the sound of *s*?"* (Student selects "*sun*") "*Sun* is your key word to help you remember the sound of *s*."
4. Produce beginning sound.
"Think of the beginning sound in *sun*. Now let just the first sound come out. (student — /sss/) Yes, /sss/ is the sound of *s*. Again." (student /sss/)
5. Recognize sound in other words.
"Here are some words. Listen. Do they start with the *s* sound?"
sausage (yes) Monday (no) summer (yes)
forest (no) salad (yes)
6. Put sound at end of words.
"Now, let's move the sound to the end of the word. Listen to the last sound in these words, and repeat the words."
gas (gas)
kiss (kiss)
boss (boss)
7. Produce ending sound.
"What is the last sound in these words?" (/sss/)
8. Review
"What is the name of this letter?" (*s*) "What is your key word?" (*sun*) "What is the sound of *s*?" (/sss/)
9. Write letter.
"Will you write an *s* right here?"

Word Patterns

1. Tutor writes the first word in pattern: *sat*
Then under it writes as he speaks *mat*.
2. Tutor: "If *s-a-t* is *sat*, what is *m-a-t*?"
3. If student responds correctly, add more words in pattern. Ask your student to supply words.

<i>sat</i>
<i>mat</i>
<i>fat</i>
<i>rat</i>

If a student gives no response or a wrong response, review with the student possible elements of difficulty:

 - a. He may not know the sound of *m*.
 - b. He may not know the sound of the letter cluster *at*.
4. Read the list of patterned words to your student, then ask your student to read them.
5. Ask your student to identify the part of the words that is the same in all the words. Accept the sound or the letters.
6. Make word cards for the words in pattern.

Suggested Key Words

When Teaching Initial Consonant Sounds

Group I

- s sun, sink, socks, sandwich
f fish, fan, fire, feet, feather
m man, match, money, motor, milk,
mother, mittens
t telephone, towel, table, tub,
turkey, tomato, tea
p pot, pan, pig, pants, pipe,
pumpkin, pen

Group II

- r rat, radio, rocket, rope,
river, red
l leg, lamp, lock, leaf,
ladder, leather
n name, nose, nail, needle
d dog, dish, doll, desk,
doughnut
g gas, girl, game, gate,
garage

Group III

- j jar, jacket, jet, jug, jeep
v valentine, vest, valley, violin,
vacuum, van
z zipper, zebra, zoo
c cat, cup, can, cake,
comb, coffee
k key, kite, king, kerchief

Group IV

- b bus, baby, ball, bed,
banana, bag, bird
x (no words starting in x)
h hand, hat, house, ham
horn, hi-fi
w window, wing, wig, watch,
wagon, water
y yellow, yarn, yoyo,
yardstick

- q(qu) quarter, queen, quilt,
quick
sh shoe, ship, shower,
shovel
ch church, chair, children
wh wheel, whale, white
th this, the, them, these
ih thumb, thank, theater

When Teaching Ending Consonant Sounds

Group I

- gas, kiss, bass
cuff, reef, beef
tim, rim, tam

rent, sit, bet

cup, lip, sheep

Group II

jar, stair, fear

pill, sell, ball

can, barn, grin
bed, Ford, glad

rag, drug, leg

Group III

(no words ending in /j)
(no words ending in v — words that end in a /vvv/
sound -dove, give)
fizz, buzz
picnic, attic, traffic

rock, back, luck

Group IV

tub, crab, rib

wax, fix, box, tux
(no words ending in h)

(no words ending in w)

(no words ending in y)

OTHERS

(no words ending in q)

dish, cash, rush

rich, ranch, church
(no words ending in wh)

bath, truth, fourth

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Word Patterns

Short a Sounds

-ab	-ack	-ad	-ag	-am	-amp	-an
cab	back	ad	bag	am	camp	an
dab	hack	had	gag	ham	damp	ban
gab	jack	cad	hag	jam	lamp	can
jab	pack	dad	lag	clam	champ	fan
lab	rack	fad	nag	slam	clamp	man
nab	sack	had	rag	swam	cramp	pan
tab	tack	lad	sag		stamp	ran
blab	black	mad	tag		tramp	tan
flab	slack	pad	wag			van
slab	crack	sad	brag			clan
crab	track	clad	drag			plan
drab	shack	glad	flag			scan
grab	whack	shad	shag			span
scab	smack		snag			than
stab	snack		stag			
	stack					
-and	-ang	-ank	-ap	-ash	-asp	-ass
and	bang	bank	cap	ash	asp	ass
band	fang	rank	gap	bash	gasp	bass
hand	gang	sank	lap	cash	hasp	lass
land	hang	tank	map	dash	rasp	mass
sand	rang	yank	nap	gash	clasp	pass
gland	sang	blank	rap	hash		brass
grand	tang	clank	sap	lash		grass
stand	clang	plank	tap	mash		class
	slang	crank	chap	rash		glass
		drank	clap	sash		
		frank	flap	clash		
		spank	slap	crash		
		thank	snap	smash		
			trap	stash		
				trash		
-ast	-at	-atch	-ath	-ax		
cast	at	catch	bath	ax		
fast	bat	hatch	path	wax		
last	cat	latch	wrath	flax		
mast	fat	match				
past	hat	patch				
vast	mat	thatch				
blast	pat					
	rat					
	sat					
	vat					
	brat					
	chat					
	flat					
	slat					
	scat					
	that					

From: Literacy Volunteers of America Training Manual. This is an abbreviated list. More complete list furnished upon request.

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Other Sounds in Word Patterns

15

-all all ball call fall gall hall mall tall wall small stall	-alk talk walk chalk stalk	-ar bar car far jar par tar scar star	-arch march parch starch	-arge barge large charge	-ark bark dark hark lark mark park shark spark stark	-arm farm harm charm
-arn barn darn yarn	-arp carp harp sharp	-arsh harsh marsh	-aught caught naught taught	-aul haul maul	-aunch haunch launch paunch staunch	-aunt gaunt haunt jaunt taunt vaunt
-ause cause pause clause	-aw caw jaw law maw raw saw chaw claw flaw draw	-awl awl bawl brawl crawl shawl	-en brighten dampen darken freshen hasten lengthen shorten silken	-er either fatter matter poorer richer scatter	-ern fern stern	-ew dew Jew new brew crew drew grew chew flew slew stew
-ird bird gird third	-irl girl swirl twirl whirl	-irt dirt shirt skirt squirt	-oard board hoard	-oice voice choice	-oil oil boil coil foil soil toil broil spoil	-oin coin loin
-oint joint point	-oise noise poise	-oist foist hoist joist moist	-oo boo coo moo too zoo shoo	-ood food mood brood	-ook book cook hook look nook took brook crook shook	-ool cool fool pool drool spool stool

From: Literacy Volunteers of America Training Manual. This is an abbreviated list. More complete list furnished upon request.

SIGHT WORDS - NOTE TAKING SHEET

SIGHT WORDS, Diagnosis and Development

1. Check to see which are known
2. Categorize
3. Teach unknown
4. Check again
5. Reinforce as needed
 - visual
 - tactile
 - kinesthetic
6. Provide purpose to use
7. Review often
8. If student confuses words that look alike

Three Hundred Most Frequently Used Words in Rank Order*

the	has	also	day	high	going	need
of	when	did	same	upon	look	four
and	who	many	another	school	asked	within
to	will	before	know	every	later	felt
a	more	must	while	don't	knew	along
in	no	through	last	does	point	children
that	if	back	might	got	next	saw
is	out	years	us	united	program	best
was	so	where	great	left	city	church
he	said	much	old	number	business	ever
for	what	your	year	course	give	least
it	up	way	off	war	group	power
with	its	well	come	until	toward	development
as	about	down	since	always	young	light
his	into	should	against	away	days	thing
on	than	because	go	something	let	seemed
he	them	each	came	fact	room	family
at	can	just	right	though	president	interest
by	only	those	used	water	side	want
I	other	people	take	less	social	members
this	new	Mr.	three	public	given	mind
had	some	how	states	put	present	country
not	could	too	himself	think	several	area
are	time	little	few	almost	order	others
but	these	state	house	hand	national	done
from	two	good	use	enough	possible	turned
or	may	very	during	far	rather	although
have	then	make	without	took	second	open
an	do	world	again	head	face	God
they	first	still	place	yet	per	service
which	any	own	American	government	among	certain
one	my	see	around	system	form	kind
you	now	men	however	better	important	problem
were	such	work	home	set	often	began
her	like	long	small	told	things	different
all	our	get	found	nothing	looked	door
she	over	here	Mrs.	night	early	thus
there	man	between	thought	end	white	help
would	me	both	went	why	case	sense
their	even	life	say	called	John	means
we	most	being	part	didn't	become	whole
him	made	under	once	eyes	large	matter
been	after	never	general	find	big	

*From *Computational Analysis of Present-Day American English* by Henry Kucera and W. Nelson Francis, Brown University Press, 1967. © 1967 by Brown University.



Examples of Inmate Learner Goals

For Tutor and Local Program Use

Community (1)

- Apply for Citizenship
- Reading for Religious Activities (Bible, Talmud, etc.)
- Read Institutional Rule Book
- Read/Write For Newsletter

Driver's License (2)

- Apply for Driver's License
- Receive License
- Take Driver's Test

GED (3)

- Register for GED classes
- Complete GED

Job/Better Job (4)

- Read Classified Ads
- Apply for Armed Services
- Read Notes from Co-Workers
- Read Work-Related Materials
- Read Manuals
- Read Equipment Operating Instructions
- Fill Out Application
- Take Test for a Job
- Write Notes to Co-Workers
- Write Reports
- Fill Out Orders/Requisitions

Survival Skills (5)

- Read Menus
- Write Shopping Lists
- Read Newspapers/Magazines
- Write Checks
- Open/Use Checking/Savings Accts.
- Apply for Unemployment Insurance
- Read Lease/Rental Agreement
- Read Labels in Drug Store
- Read Travel Guides/Maps
- Read Common Signs Around the Institution
- Find Number/Address/Info in Phone Book/Yellow Pages
- Read Recipes
- Read Cooking Directions/Food Labels
- Read Bills
- Balance Checkbook to Statement
- Apply for Safety Deposit Box
- Complete Credit/Loan Application
- Read Medication Labels/Prescriptions
- Read Bus/Airline/Train Schedules
- Read Car Repair Invoices
- Fill out forms to place phone calls, etc.

Parenting Skills (6)

- Read/Write Cards/Letters
- Read Notes from School
- Read to Child
- Write Notes to School

Entered Other Education/Training (8)

- Entered Training Program
- Enter Adult Basic Education (ABE) Program
- Take Adult Basic Education (ABE) Classes
- Apply for College

Library/Creative (9)

- Apply for Library Card
- Check Out Books
- Write Journal, Stories, Poems, Essays ...
- Read in Library
- Use Reference Materials

GOALS LIST

Name: _____ Date: _____ Interviewer: _____

Part I: In your own words, can you tell me your reasons for coming to school now?

Part II: Here are some goals other students in this program have mentioned. Tell me if this is something you already can do, something you would like to do, or something you really have no interest in. (Write YES or NO and/or Comments after each item.)

Personal

Read write your name and address

Read signs (which ones):

Read labels/instructions

Read/write notes to/from family

Read and write shopping lists

Read a calendar, bus schedules, TV guides

Use a phone book

Read menus or recipes

Read bills

Write checks

Read maps

Read information related to health

Fill out forms

Read/write personal letters

Read the newspaper (which sections):

Read magazines (which ones)

Use a dictionary

Improve handwriting

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Children

Read to your children/grandchildren

Ages:

Help children with homework

Read/write notes from school

Take part in school-related meetings and events

Personal - Books and Writing

Read books for enjoyment (what kind – adventure, mystery, romance, historical, books about people):

Read books to get information (what kind – personal research, current events, jobs, children, health, religious, hobbies, entertainment):

Write for yourself (what kinds – journal or diary, experiences you've had, advice for others, your opinions, reports about something you've read, your life story or autobiography, other stories, poems, words to songs):

Work

Fill out a job application

Use reading to find out about jobs

Use reading to learn to do your job better or open a business

Read and write notes from and to co-workers

Read or write work reports, logs, announcements

Fill out order forms/lists

Participate in work-related meetings; take notes.

Community

- Register to vote
- Apply for citizenship
- Read leases/contracts
- Apply for a library card
- Take the driving test
- Participate in community meetings/clubs/religious meetings
- Join a group to work on a problem
- Publish a newsletter or other writing

Education

- Attend a job training program
- Attend classes to learn something new (hobbies, self-improvement)
- Pass a work-related test
- Get a GED

Part III: Can you think of any other goals you have which we have not mentioned?

Part IV: Of all the goals we have mentioned, name two or three which are most important to you right now.

Materials for Tutoring Survival Skills

Compiled from materials by Peggy Joseph

Even though the inmate society is verbally oriented, many forms and guide-lines are used in a correctional facility and the functionally illiterate person has to depend on help in reading rules and writing request forms.

Materials

- Request forms to visit the medical department, make a phone call, ask for a visit, etc. These forms will vary from institution to institution.
- Canteen list - for sight words and basic computation
- Institutional book of rules and regulations for inmates - usually written in a confusing and high flown manner. Teaching implications are assisted reading, comprehension, and tutor-simplified material.

Methods

- Developing simple personal data forms.
- Letter writing as Language Experience.
- Creating a writing dictionary using an institutional word list generated by the learner.
- Signs - put signs commonly seen around the institution on word cards.
- High-interest words for inmates generated by the learner and taught as sight words, phonics, and word patterns. These might include such words as parole, judge, attorney, penitentiary, trial, felony, etc.

TUTOR REPORT

LCA, 823 THIRD AVENUE, FAIRBANKS, AK 99701, 456-6212

LCA needs this report ASAP after the end of each month for recordkeeping purposes. If you need additional forms, call and we will send them to you.

Tutor	Student	Month/Year
Date: Materials Used:		Length of session: Preparation time: Travel time:
Comments: Date: Materials Used:		Length of session: Preparation time: Travel time:
Comments: Date: Materials Used:		Length of session: Preparation time: Travel time:
Comments: Date: Materials Used:		Length of session: Preparation time: Travel time:
Comments: Date: Materials Used:		Length of session: Preparation time: Travel time:
Comments: Date: Materials Used:		Length of session: Preparation time: Travel time:
Comments: Date: Materials Used:		Length of session: Preparation time: Travel time:
Comments: Date: Materials Used:		Length of session: Preparation time: Travel time:
Comments:		
Tutor Signature	Date	

Reading Workshop

1. How confident do you feel about your ability to tutor now that you have completed the workshop:

Fairly good

Comments:

This was excellent. I learned a few things & increased my skills while helping others. Thanks.

2. Please comment on aspects of the training you found helpful or not.

Video presentations: *very good*

Practicing techniques yourself:

Handout packet: *very good*

Reviews: *good*

Facilitators presentations: *excellent*

3. What parts of the workshop do you think you will draw on most when you begin tutoring? (Which parts do you think are most practical?) *I felt the facilitators were knowledgeable of the subject & they inspired confidence in me. workbook packet - Notes taken from workshop. Presentation from presentator. Info off Video. It was all very good*

4. What parts of the workshop do you think could be cut or minimized?

I don't think any of it. If had to maybe send practice part as homework & spend a few min. going over next day

5. What parts of the workshop could be expanded?

All of it. There is a real need for this focus. Excellent job Susan + Chris.

6. Is there a topic not covered in this workshop that you would like to learn about?

Recommended reading list for reading levels or maybe places to look or what. Other sources for reading.

7. How did you hear about this workshop?

flyer

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Student Ilija Mitreski

DATE
4/12

ACTIVITIES

TIME
25 min.

- preparation
1. Capital & small letter identification 40 min.
* when to use capitals
Note: he has a habit of using capital letters inappropriately.

2. Writing sentences I recite 55 min.
* making study lists of the misspelled words.

- * using flashcards to check word identification

- 4/14 2. Writing sentences I recite 60 min.
* making a study list of the misspelled words

- * explained when to use the word "the"

- * Spelling test of words misspelled on 4-12-93

TOTAL 3 Hrs.

TUTOR: ANNIE HAINES



Dan Hyde News-Miner

IN 'SCHOOL'—FCC inmate Annie Haines, right front, tutors inmate Ilija Mitreski in the FCC Learning Center as (from left back) inmate Alice Pritchard; Christine Betz Hall, tutor trainer; inmate tutor Edward Smagge; Susan Knaebel, tutor coordinator; inmate tutor Michelle Smith-Jacobs; inmate tutor Butch Loper; and Rodney Hebert also take part.

Prison can be learning experience

By ANNA FARNESKI
Staff Writer

Nearly half the prisoners at the Fairbanks Correctional Center have poor reading and writing skills, but a determined group of inmates-turned-tutors are hoping to change that.

Since its beginnings last December, the Prison Literacy Project has taught 17 inmates at FCC how to help other inmates improve their reading and writing, as well as their chances to succeed on the outside.

"There really isn't any difference between anybody in here and people on the outside," said inmate Alice Pritchard, one of six inmate tutors. "The only difference is that we screwed up and got caught and are paying the price . . . but we all have the same hopes and dreams—home.

See PRISON, Page A-10

PRISON

Continued from Page A-1

family and respect. The problem is we don't all have the tools."

Since December, the tutors have spent 90 hours training and working with other inmates and thinking up ways to lure more inmates into the program.

Christine Betz Hall, the Noel When Library's literacy project coordinator, came across the prison literacy idea last year while attending a workshop. The issues that fight illiteracy on the outside—embarrassment, pride and fear—are exacerbated in jail, according to Betz Hall and corrections officials.

The state Department of Corrections offers GED classes at FCC. However, they are not well-attended, according to Mark McDonald, education coordinator.

"Coming to the Learning Center has a negative implication," McDonald said Friday. "The center is comprised of several rooms inside FCC with a library, computers and other learning aids. Only four inmates received their GED within the last six months.

With the peer tutoring program, inmates can study and ask questions in their cells or dormitories in relative privacy.

"It's the jail mentality," explained tutor Rodney Hebert. "They have to uphold their bad ass attitude or people will ridicule them."

Despite the close quarters, prison is an isolating experience. Nobody wants to admit they cannot read or write or ask for help, according to the group.

Hebert cited a string of situations he has witnessed in which inmates' lack of language skills hurt them. "This place runs on paperwork," he joked.

Hebert remembered one inmate who angrily threw away papers that would have helped him get out of jail. The inmate couldn't read the documents. Another inmate wanted to send money to his wife and children, but, when jail officials contacted him about it in writing, he could not read the letter. He had to swallow his pride and ask Hebert for help.

The tutors use newspapers, prison paperwork or even cookbooks—anything that interests their students. Alice Pritchard is currently working with a woman who wants to apply for a kitchen skills training program. Friday she carried a cookbook that she and her student are studying.

"Most people who can't read are very smart," said Pritchard, who holds a bachelor's in social work. "They've been good at hiding it for so long. We just need to let them know it's a skill they can learn."

Among the tutors' goals is looking for ways to attract more students. One tutor, Michelle Smith-Jacobs, has begun asking inmates she suspects need help to assist her in figuring out "tough" words.

The group would like the state to copy the federal-prison system and make it mandatory for inmates to obtain their GED, or better yet, offer time off their sentences as an incentive.

Pritchard, who will be released in about four months, wants to return to FCC some day and continue tutoring. Because of state regulations she'll have to wait five years before she can return to FCC as a visitor and tutor.

Because prisoners often are transferred to other facilities, the program is looking for non-inmate volunteers to serve as tutors when inmates are not available. For more information about the program call 456-6212.

Fairbanks Daily News-Miner pg L 4/17/93

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Call Numbers

Name: _____

A. Put the blue cards in order by call number.
How many could you do correctly? _____

B. Find **four** of these books on the shelves. Use the call numbers below.
Write their titles in the boxes.

TT
160
.G94

RG
525
.C6613

HV
5824
.C45
.D78
(VIDEO)

REF
RC
81
.A543

Z
1037
.L724

RC
87.9
.H68
(VIDEO)

M
1990
.S584

HQ
769
.L474

LB
1048
.C53

Newspapers

C. Find three newspapers from outside the state. Write their names here:

MAGAZINE RESEARCH

D. Write the **subject** of one of the books you found. What is it about?

Example: Title = *Raising Good Children* ⇒ subject = parenting.

SUBJECT: _____

E. Use **InfoTrac** (the computer list of magazine articles). Look up that subject. **Have the computer print out two article listings** by pushing the **green print** button. **Or** write down two magazine articles here.

1. _____ Name of Magazine	_____ Title of Article _____ Date of Article _____ Page #
2. _____ Name of Magazine	_____ Title of Article _____ Date of Article _____ Page #

FICTION

F. Find **three books** that you would like to read in the adult or children's fiction section. Write the titles and authors here. Then number them in alphabetical order by the author's last name.

#	Author	Title
_____	_____	_____
_____	_____	_____
_____	_____	_____

BOOK RESEARCH

G. Find out if those authors wrote other books. Use the **computer catalog**. You can find the listing by using an **author search**. Write down two titles here.

Title: _____

Author or call number: _____

Is this book in the library today? If not when is it due back? _____

Title: _____

Author or call number: _____

Is this book in the library today? If not when is it due back? _____

Grade your library workshop

Grant #R167A20055
Attachment 4.2

1. Do you have a library card? YES NO Did you get it today? YES NO

2. How often do you go to the library? Circle a number:

1
never

2
once a year

3
three times
a year

4
six times
a year

5
once a
month

6
once a
week

Will you use the library more often now? Why or why not? *I HAVE A BETTER understanding of how it works.*

3. What do you know now about the library that you did not know before the workshop? *How to find things in different sections*

4. How was the presentation by the library staff? Circle a number:

1
terrible

2
poor

3
O.K.

4
good

5
excellent

5. How helpful was the activity sheet? Circle a number:

1
not helpful
at all

2
a little
helpful

3
somewhat
helpful

4
quite
helpful

5
extremely
helpful

6. How would you recommend this workshop to your friends? *VERY Help-ful*

7. Give the workshop a grade (A-F): A

Other comments or suggestions to improve the workshop: (Use the back of the page for more space.)

Thank you for your comments.

Bernie L. Ytter
Name (optional)

7-29-93
Date

Library Tour/Workshop Evaluation

Thank you for your efforts to promote literacy in Fairbanks! We value your comments. Please help the Literacy Project better meet your needs by taking a moment to complete this form.

1. How relevant was the library tour to your clients' or students' needs?

1 2 3 4 5
completely very
irrelevant relevant

Many of our clients have never
used the library before -

Comments or suggestions:

RECEIVED
AUG 09 1993
AWP FAIRBANKS

2. How did the library workshop benefit your organization?

Excited clients re using the library resources for themselves
& their children - Many of our clients are working on basic skills
& the library wkshop opened doors they didn't know existed!

3. How effective was the presentation of the library workshop?

1 2 3 4 5
completely very
ineffective effective

Comments or suggestions:

I haven't observed it recently, but I continue to
receive positive reports & feedback -

4. What effect do you think the program might have on your clients' or students' use of library resources?

For many of our clients - AND their children - the wkshop/tour
is critical to their use of the library

5. What suggestions do you have to improve future library workshops?

continue to do occasional tours for parents & their children,
so that the wonderful world of libraries & books is opened
for both groups -

We welcome other comments, especially students' comments and reactions.

Please return this form using the address on the reverse side of this sheet, or FAX responses
to 459-1024.

K. Kowalski
Name (optional)

AWP
Organization

8/30/93
Date

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Literacy Consortium Agenda

Wednesday May 19th, 1993 1:30-3:00 PM
Noel Wien Library Conference Room

You are invited to attend a meeting of the Fairbanks Literacy Consortium. Please bring flyers or brochures on your summer programs. We will be compiling a complete summer services listing for reference at local agencies and perhaps in a NewsMiner advertisement. We look forward to your participation.

I. Program updates:

by Consortium meeting attenders

II. Legislative Action Committee and the Downtown Computer Lab

by Becky Morse, Adult Learning Programs of Alaska

III. Summer Programs by Consortium members

- Summary of goals and eligibility requirements
- Public information and advertising possibilities

IV. International Literacy Day

- Tasks and ideas

by Mary Matthews, Literacy Council of Alaska

V. Collaborative Advertising

- Possibilities and proposals

by Becky Morse, Adult Learning Programs of Alaska

VI. Future Consortium Meetings

- Summer recess? Future topics?

by Christine Hall, FNSB Library Literacy Project

Events to note:

May 22nd (9am) - Chena River Run. Proceeds go to the FNSB Library Literacy Project

May 26th (evening) - Wally "famous" Amos will speak on literacy at the Noel Wien Library. Time to be announced.

Meetings of the Literacy Consortium are coordinated by the FNSB Library Literacy Project with federal grant funding. For more information, contact Christine Hall, 459-1020.

Student Assessment Tests Used in Fairbanks ABE/ESL Organizations

December 1992

Grant #R167A20055
Attachment 5.2

Organization	Name of Test (& abbreviations)	Subject Areas (Reading, math, ESL...)	Hours to administer	Taken inde- pendently or interactively	Format of Results (% grade level equivalents...)	Comments (i.e.: strengths or weaknesses, etc.)
Adult Learning Programs of Alaska	Test of Adult Basic Education (TABE), Locator, Survey & Complete Battery	reading, math, language Skills	varies	varies	grade level	diagnostic tool norms a weakness
	Official Graduate Equivalency Diploma (GED) Practice Test	reading, writing, social studies, science, math	3	varies	percentile GED score	good predictor of success on GED
	Kuder self-scored Interest Inventory		varies	indep.	interest profile	students can score themselves, correlates to occupational index
	ALPA-designed reading, math, writing assessments	ESL, math, writing	30 min.	indep.	breaks students into levels	works for placement in our programs
	Slosson Oral Reading Test	reading	10 min.	instructor admin.	grade level	not an adult test doesn't test critical thinking or comprehension
Community and Rural Development	Test of Adult Basic Education (TABE)	reading, math	30 min.	super-vised/ timed	grade range	
Dept. of Labor (AK) Employment Center (Job Service)	General Aptitude Test Battery (GATB)	reading, math, perception and dexterity	2.5-3	admin. in group	standardized scores	currently under study by US Dept. of Labor
	Holland's Self-Directed Search (SDS)	Interest/trait assessment	20+min	self-adm. untimed	12 pg. interpret. of career poss.	predicts job satisfaction in certain work environments
	U.S. Employment Service Interest Inventory (USES)	Interest assessment	10-15 min.	self-adm. untimed	integrated printout with aptitude scores	shows areas of interest
Even Start, FNSB School District	Comprehensive Adult Student Assessment System (CASAS)	reading skills for all levels of ABE & ESL. Listening & math tests avail. but not used	locator 15min.	indep. for readers	scaled score relates to prog. placement, and functional desc.	competency-based tests beginning students better than high level students.
			test 1 hour	interactive for beg. ESL and non-read.	sensitive to pre/post test improvement	locator given first to indicate approp. form to give
						item analysis provided for class profile/ curr. plans

Student Assessment Tests Used in Fairbanks ABE/ESL Organizations

December 1992

Organization	Name of Test (& abbreviations)	Subject Areas (Reading, math, ESL...)	Hours to administer	Taken inde- pendently or interactively	Format of Results (% grade level equivalents...)	Comments (i.e.: strengths or weaknesses, etc.)
Fairbanks Private Industry Council	Basic Reading & Basic Math Interest Inventory (FPIC designed)	reading, math	10 min each	supervised timed	reading & math grade range	used to determine aptitude for training
Literacy Council of Alaska	English as a Second Language Oral Assessment (ESLOA)	spoken English for foreign speakers	15min.	interactive	ESL levels I-IV	accurate, interactive
	Adult Placement Indicator	vocabulary, reading	20min.	supervised timed	grade range	easy to administer somewhat accurate assessment

Information collected through the Literacy Consortium of Fairbanks area Adult Basic Education and English as a Second Language resource agencies.
Please call the FNSB Library Literacy Project for more information: 459-1020.

Reaching Adult and Young Adult Alaska Native Students

Suggestions from a panel discussion at the Literacy Consortium meeting January 13, 1993

Panelists:

Riva Shircel, Tanana Chiefs Conference Education Department Head
Cristina Hill, Alaska Native Education, Fairbanks North Star Borough School District
Jerry Woods, Fairbanks Native Association Employment Department
Michael Sunnyboy, UAF student, Literacy Council Board of Directors
Bud Kuenzli, Howard Luke Alternative High School Principal

- **Hire Alaska Native staff** and train existing staff in cross-cultural communication issues, including:
 - longer "wait time" between questions and answers.
 - different perceptions of the future. Planning ahead is not stressed as in non-native cultures, though Native elders do speak of the future "for the youth."
 - sensitivity to nonverbal communication.
- **Understand the dynamics of Alaska Native families** regardless of the type of services we provide, including:
 - high mobility of children in public schools.
 - strong cross-generational connections possible within families.
 - affects of many "unnecessary deaths" in most families.
 - local Native organizations are well connected to family networks.
 - urban Indians are "like a new tribe altogether."
- **Acknowledge barriers to learning**, including personal and cultural turmoil:
 - don't shield students from reality of education deficits. Many Alaska Natives find excuses to blame others or the non-Native society. "Being Native was a crutch."
 - "Being Native is not easy," today it means having survived much.
- **Improve access to opportunities:**
 - bring services where the people are, malls, low-income housing, schools.
 - existing offices may seem unapproachable or inappropriate because of location.
- **Encourage students to create their own role models:**
 - the peer group is very important, especially for young adults.
 - students will improve their chance of success if they connect with other students, and set themselves up with connections that continue beyond educational training.
- **Build a sense of the value of other cultures and individuals:**
 - acknowledge racism.
 - display Native art and decorations.
 - avoid culturally insensitive textbooks: "...discovered the Bering Sea."
 - use educational materials that are relevant to student's lives and needs.

The Literacy Consortium holds regular meetings of directors and staff of local adult basic education and English as a second language agencies. It is coordinated by the Literacy Council of Alaska and the FNSB Library Literacy Project with the support of Federal LSCA Title VI grant funds. Call the Library Literacy Project for more information: 459-1020.

Visit and Win Prizes!

at open houses in local adult education centers on Library Day!

- Do you want to read better, get your GED, or learn English?
- Or do you want to help adults learn?
- Are you interested in Adult Basic Education in Fairbanks?

Wednesday, September 8th, 4-6 p.m., Visit any 3 to win:

- Adult Learning Programs of Alaska — 301 Cushman Street, 452-6434
- Even Start, FNSB School District — 5th Avenue Center, 2nd floor, 452-2000
- The Literacy Council of Alaska — 823 3rd Avenue, 456-6212
- The Noel Wien Library — 1215 Cowles Street, 459-1020
- Tanana Chiefs Conference JOBS Program, and Fairbanks Private Industry Council — 122 1st Avenue, 5th Floor, 452-8251
- Tanana Valley Campus (University of Alaska), Student Development and Learning Assistance Center — 510 2nd Avenue, Room 210, 451-7223, Marcele Skelton

Get your "Passport to Learning" at any of these places. Have it stamped when you visit three locations. Go to the Noel Wien Library for prizes and to register for drawings for a \$100 savings certificate.



**End your tour
at the library
for prizes
and drawings!**

I N T E R N A T I O N A L LITERACY DAY

Events in Fairbanks coordinated by the Fairbanks Literacy Consortium. Call the Literacy Council of Alaska for details, 456-6212.

Fairbanks Daily News-Miner

Grant #R167A20055
Attachment 5.4

Fairbanks Literacy Consortium Evaluation

July 1993

Thank you for your efforts to promote literacy in Fairbanks! We value your comments below to help the Literacy Consortium better meet Fairbank's needs. Please take a moment to complete this form and mail it back today.

Grant #R167A20055
Attachment 5.5

1. How effective is the Literacy Consortium in coordinating local literacy efforts?

1 2 3 **4** 5
completely very
ineffective effective

Comments or suggestions: It helps to have an agency serve as
coordinating body.

2. How does the Literacy Consortium benefit your organization?

It helps promote literacy in community + combine
recruitment efforts. Tours of library resources + literacy
collection for students.

3. Which Consortium projects, issues or meetings have been most worthwhile to you and why?

Forums, Literacy week promotional activities.

4. How effective is the Library Literacy Project staff in coordinating the Consortium?

1 2 **3** 4 5
completely very
ineffective effective

Comments or suggestions: Opportunities to get updates on
other programs was helpful.

5. How frequently do you think the Consortium should meet? Every 2-3 months

6. Do you wish to remain on the Consortium mailing list? **YES** NO

7. What other comments or suggestions do you have?

I'd like to see bold new initiatives that
move beyond coordinating the consortium, forums, etc.
Possibilities might be context-based literacy (as it relates
to workplace and family) or technology-assisted ~~in~~ instruction

Please return this form using the address on the reverse side of this sheet, or FAX responses
to 459-1024.

Name (optional)

Organization

Date

Apple IIe Computer Software

Descriptions and Reviews 7/93

Note: ABE = Adult Basic Education
ESL = English as a Second Language

Apple IIe Tour: Introduction

1 disk (several copies in disk box)

A basic review of how to use the Apple IIe, including important keys (return, escape, delete etc.). Appropriate for beginners on the computer with minimal typing skills. Good step by step presentation that doesn't require outside guidance.

English-Basic Vocabulary Builder on Computer

2 disks and spiral-bound manual in molded case

23 lessons with pictures of nouns, adjectives and verbs displayed for students to type in words. Appropriate for beginning ABE or ESL after studying manual or flash cards with words and pictures. Different instructional levels present vocabulary as plurals and with these/those, but never in the context of full sentences. Typing speed affects score. Low scores are also possible if a student gives synonyms (i.e.: taxi for taxicab, or boat for steamship).

Information Signs-Survival Skills Systems

2 disks and manual in pink spiral notebook (used with ECHO speech synthesizer)

Pictures of signs in real life contexts are displayed and spoken by the computer. Students identify the signs correctly, compare signs and test themselves. Recognizable context for reading and understanding may boost motivation. No typing skill needed. Appropriate for ABE and ESL students, though documentation is written at an advanced level. Students would need help choosing study topics and learning procedures. The speech synthesizer may be difficult for non-English speakers to understand.

Language Skills-Skills Bank II

16 blue lesson disks, 5 white disks, 2 black disks, spiral-bound teacher's guide in padded box

A detailed review of specific grammar, usage, spelling, punctuation and capitalization rules. The program introduces information, provides hints and asks students to identify errors. Minimal typing skills needed. Appropriate for ABE or GED review, as well as intermediate ESL practice. The package allows tutors to track student progress and design structured practice to meet individual's goals. Little opportunity is offered to practice specific points. Students would need help choosing lessons and learning computer procedures.

Math Blaster Plus 1 two-sided disk and manual in factory box

Drills and games review arithmetic facts (addition, subtraction, multiplication, division and fractions). Though designed for ages 6-12, it may be appropriate for some ABE or GED students. A tutor introduction of how to get around in the program will be needed. Documentation confusing.

PAWS (typing program) 2 disks and booklet in small plastic case

A simple interactive typing instruction program written for children, but appropriate for intermediate ABE or ESL students. A cartoon cat, "Paws," introduces finger positioning and basic computer keyboard skills using a visual diagram of the keyboard. Practice lessons progress from single letters to paragraphs. Games are races against the clock. Easy to follow on-screen directions.

Phonics A+ 8 disks and manual in factory box

Eight disks offer detailed introduction to the sounds of vowels and consonants. Students must identify pictures of simple objects that contain targeted sounds. Designed for kindergarten through 3rd grade, but appropriate for beginning ABE. Easy to use, no typing skills needed. Since no pronunciation help is given except phonetic spelling, the lessons may not meet ESL students' needs. Weaknesses include: order of introducing sounds (confusing letters in the same lesson), words in all CAPITALS, and poor documentation.

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Project Star--Language Experience Activities

6 disks (1 master, 1 student disk, 4 data base word banks), in a three-ring notebook with manual (used with ECHO speech synthesizer)

Follows the Language Experience Approach outlined in Literacy Council of Alaska tutor training workshops to teach adults to read using their own writing. Students type in their own stories. They can choose from lists of previously learned words, hear letters or words as they are typed, and hear their work "read back" to them. Appropriate for beginning to intermediate ABE or ESL students. Some typing skill and training on how to use options will be necessary. Tutor will need to monitor grammar and invented spellings. Using the keyboard instead of a mouse is very awkward.

Reading Comprehension--Main Ideas, by Milton Bradley

1 disk, software guide and reproducible worksheets in a factory box

Lessons guide students through recognition of the main idea of a paragraph, wherever it appears in the passage, whether stated or unstated. Students highlight sentences or choose from a list of options. Appropriate for intermediate ABE or GED preparation students. Subject matter often sports oriented. Worksheets included provide valuable practice. Some keyboard skills needed for complicated procedures, but program is mostly self-explanatory.

Spell It! 1 two-sided disk and manual in a plastic 3-ring notebook

Interactive instruction and game options to practice basic spelling lists. Designed for elementary children, but appropriate for adult intermediate readers and ESL students. Words used in context. Some typing skill needed. Guidance to introduce rules and computer options necessary. Manual clear and easy to follow.

Spell It Plus! 1 two-sided disk, data disk and manual in a factory box

Interactive instruction and game options to practice basic spelling lists. Designed for elementary children, but appropriate for adult intermediate readers and ESL students. Game requires quick recognition of misspelled words and is much smoother than the first Spell It! Lessons present words in several contexts. Some typing skills needed. Guidance to introduce rules and computer options necessary. Documentation lengthy and intimidating, but thorough.

Survival Signs--Survival Skills Systems

2 disks and manual in pink spiral notebook (used with ECHO speech synthesizer)

Pictures of important signs in real life contexts are displayed and spoken by the computer. Students learn to recognize the sound and spelling of vital basic reading (i.e. caution, do not enter, explosive). No typing skills needed. Appropriate for beginning ABE and ESL students, though documentation is written at an advanced level. Students would need help choosing study topics and learning procedures. Pictures show where signs would be seen in the real world but are often unclear about their meaning. The speech synthesizer may be difficult for non-English speakers to understand.

Survival Words--Survival Skills Systems

2 disks and manual in pink spiral notebook (used with ECHO speech synthesizer)

Pictures of important words in real life contexts are displayed and spoken by the computer. Students learn to recognize the sound and spelling of vital basic reading (i.e. poison, walk etc.). No typing skills needed. Appropriate for beginning ABE and ESL students, though documentation is written at an advanced level. Students would need help choosing study topics and learning procedures. Pictures show where words would be seen in the real world but are often unclear about their meaning. The speech synthesizer may be difficult for non-English speakers to understand.

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Verbs – Hartley Language Arts Series II

2 disks and teacher's guide in folder packet

An introduction to grammatical aspects of verb identification, usage, tenses and irregularities. Ideal for intermediate ESL practice or GED grammar review work (reading level grades 2-5). Uses words in context, but doesn't give definitions of more difficult vocabulary. Easy to use with simple directions and computer orientation.

Vocabulary Skills – Context Clues, by Milton Bradley

1 disk, manual, reproducible worksheets and tests in factory box

Lessons help students build their vocabulary by understanding clues in the surrounding sentence or paragraph. The program was designed for children—the image of a magician guides work—but the drills themselves are useful and appropriate for adult intermediate readers. Minimal typing skills needed. A tutor would need to "set up" a new student in the system. Extensive documentation needs to be studied beforehand for tricky codes and procedures.

Where in the World is Carmen SanDiego?

2 disks, user's manual, special instruction card, and 1990 World Almanac in factory box

A geography mystery game leading the student on a world wide hunt for a criminal. Attractive graphics display maps or drawings of famous sites. Students use an almanac to research clues. Designed for children, but very popular with all age groups. It's addictive!

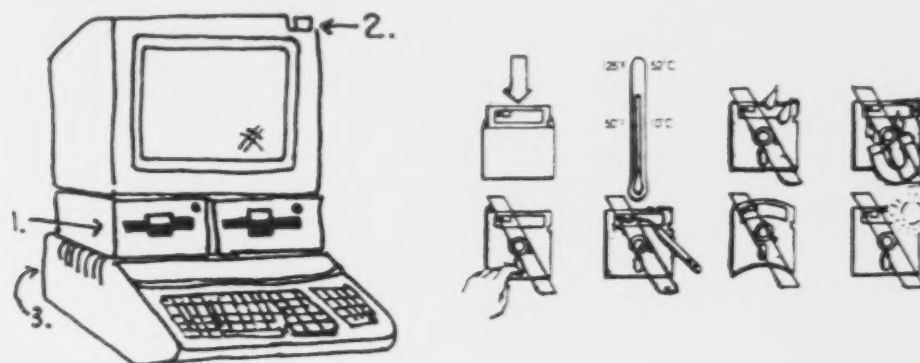
Word Man User's manual and disk in molded plastic case

A word-building game designed for ages 6-15, and appropriate for adult beginning readers. Students match initial consonants to word parts to complete new words in a maze-like game setting. Requires some phonics and word recognition ability. Using the keyboard to make moves during play requires some practice.

7/1/93

How to use the Apple IIe

Please be careful with library disks. Don't bend them or remove them from the library.



1. Before turning on the computer, put the program disk in the left slot (disk drive #1). Close the drive door.
2. Turn on the screen with the button on the top right.
3. Turn on the computer with the switch on the back, at the bottom left as you face the machine.
4. WAIT. Watch the red light on the disk drive.

⇒ **NEVER** remove a disk when the **RED LIGHT** is on.

5. Follow the directions on the screen.
6. When you are finished, take out your disk. Wait until the red light is off. Turn off and cover the machine.

Use the **Tour Disk** from the Information Desk if you need to know more about how to use an Apple IIe computer.

If you have a **problem** with the machine or a program disk, turn off the computer and remove the disk. Report the problem to the Information Desk.

If you need help with **how to use a program**, give your name and phone number at the Information Desk. Use a green Apple Message Form. The Library Literacy Project Coordinator will call you to schedule a lesson.

Free computer classes are offered at the Adult Learning Programs of Alaska, 301 Cowles Street, 452-6434.



Tutor an adult in

ENGLISH

with the Literacy Council of Alaska

Attend a training workshop for volunteer tutors of English as a second language. Learn practical techniques and explore the possibilities.

Saturday, Sept. 18th
9:00 AM – 4:00 PM

Noel Wien Library Auditorium
1215 Cowles Street

No teaching or foreign language experience needed. Tutors meet one-on-one with a student, for two to four hours a week, on their own schedule. Students are waiting for tutors today!

Please call the Literacy Council of Alaska to register or for details: 456-6212.

здравствуйте

Buenos Días

早安

Zdravo

בוקר טוב

Buon Giorno

Guten Tag

Geode
middag

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Bonjour

สวัสดี



Bom Dia

Γεια σας

You can be an English tutor!

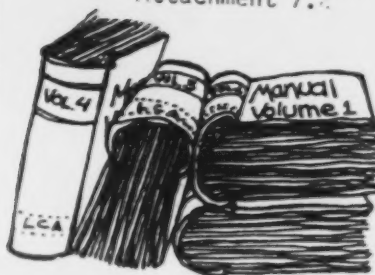
Attend a volunteer training session for
tutors of English as a second language
presented by the Literacy Council of
Alaska.

**Saturday, Oct. 10th
9:00-4:00 pm**

In the Noel Wien Library Conference
Room, 1215 Cowles Street.

Please call the Literacy Council for
information or to register: 456-6212.

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You can

TUTOR

an adult to read, write
or speak English.

- ☆ Change a life.
- ☆ Share your strengths.
- ☆ Gain teaching experience.
- ☆ Help our community.

Tutors needed today!

Call the

**Literacy
Council
of Alaska**

**823 3rd Avenue
456-6212.**

Meet one-on-one with a student, two to four hours a week, on your own schedule. No experience is needed. Volunteer training and support provided by the Literacy Council.

100

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Literacy Facts:

☆ **1 in 5 adults in the U.S. lacks literacy skills to cope successfully with everyday life.**
– U.S. Dept. of Education, Adult Performance Level Study

☆ **10% of adults in Fairbanks have not completed high school.** – 1990 Census report

☆ **7.4% of the Fairbanks population speak a language other than English at home.**
– 1990 Census report

☆ **60% of prison inmates are illiterate.** – Reported by the Alaska Department of Education

☆ **44% of American adults do not read even one book each year** – Reported by the Alaska Dept. of Education

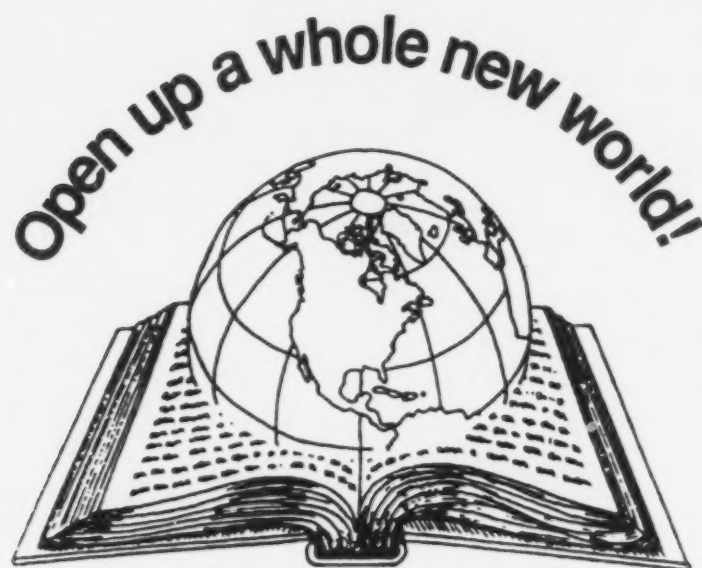
If you know someone who needs help with reading, writing or English as a second language, contact your library or the Literacy Council of Alaska at 823 3rd Avenue, 456-6212.



Literacy Council of Alaska: 456-6212

101

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Tutors needed today!
at the Literacy Council of Alaska

Teach someone to read or speak English!

The Literacy Council of Alaska trains volunteers to tutor adults in basic reading and English as a second language. Meet one-on-one with a student, for two to four hours each week, on your own schedule. No experience is necessary, only a "degree of caring" and commitment are required. You can make the difference!

Call to become a volunteer tutor: 456-6212

2x week for four weeks in June 1993

PUBLIC SERVICE ANNOUNCEMENT

Please air immediately!

Grant #R167A20055
Attachment 7.4

LITERACY COUNCIL OF ALASKA
823 THIRD AVE. FAIRBANKS, ALASKA

456-6212

CONTACT: LESLIE KUSZ
PHONE: 456-6212

START: immediately
STOP: April 2nd

SUBJECT: English Tutor Training Workshop

30 SEC

If you hope for international peace, help build build bridges of understanding between cultures right here in Fairbanks. The Literacy Council of Alaska trains volunteers to tutor adults in spoken and written English as a second language. Tutors don't need to speak another language themselves or have teaching experience. The next volunteer training workshop will be held on **Saturday, April 3rd from 9-4pm** in the **Noel Wien Library Conference Room**. There are no fees. Please call the Literacy Council to register: 456-6212.

END

15 SEC

The Literacy Council of Alaska will train volunteers to tutor adults in English as a second language on **Saturday, April 3rd from 9-4pm** at the **Noel Wien Library**. There are no fees. Please call the Literacy Council to register: 456-6212.

END

Local

LOCAL IN BRIEF

Staff Reports

Literacy Council sets workshop

The Literacy Council of Alaska will present a 14-hour workshop with Susan Bury on techniques for teaching adults to read.

Sessions are 8-9 p.m. Friday, 9-4 p.m. Saturday and noon-5 p.m. Sunday at the Resource Center for Parents and Children, 1401 Kellum St.

Class is free. For information, call 456-6212.

2/16/93

B-8 ALMANAC

11/13/92

LOCAL EVENTS

Today

9-45 a.m.—UAF Small Business Development Center workshop on federal assistance programs for international business. UAF Downtown Center, 510 Second Ave. 456-1701.

Noon—Republican luncheon, Captain Bartlett Inn. Speaker: Sen. Mike Miller. Subject: Organization of the Legislature. 479-2786.

7:30 p.m.—Fairbanks Country Kickers will teach the "Achey Breaky Line Dance." Mary Siah Recreation Center. 474-9074.

Saturday

9 a.m.—Tanana Valley League of Women Voters meeting on health care.

University Community Presbyterian Church Education Building. 479-2524.

9 a.m.-3 p.m.—UAF Small Business Development Center workshop on starting a small business. Captain Bartlett Inn. Call 456-1701 to register.

9 a.m.-4 p.m.—Literacy Council of Alaska will hold an adult reading tutor training workshop at Noel Wien Library. Call 456-6212 to register.

10 a.m.—Apple Computer Users Group meeting. 645 11th Ave., basement. Apple II session starts at 10 a.m., general session at 10:30 a.m., and Macintosh session at 11 a.m. 456-1333, 479-9156.

10 a.m.-4 p.m.—Sacred Heart Cathedral bazaar will feature a country kitchen and homemade and Third World crafts.Pager Road and Airport Way. 452-2725.

7 p.m.—63rd Annual Elks Purple Bubble Charity Ball. Elks Lodge No. 1551, 634 Fifth Ave. Dance to the UAF Big Band Orchestra, directed by John Harbaugh. \$50 per couple for Elks members and guests. 456-1551.

The Sun Star

University of Alaska Fairbanks

Light up someone's language ability

Who needs electricity? Empower your neighbors with English when you become a tutor of English as a second language. The Literacy Council of Alaska will shed some light on the subject at a volunteer training workshop, Saturday, Oct. 10 from 9 a.m. to 4 p.m. at the Noel Wien Library.

Tutors don't need to speak another language themselves, just be willing to meet with someone who wants to learn theirs. In their training workshop LCA demonstrates basic techniques and a functional approach to teaching English. For more information or to register, please call the Literacy Council at 456-6212.

10/9/92 UAF SUN STAR p12



Around Town

Young musicians face off in contest

Young musicians in the Fairbanks Symphony Association's Second Annual Concerto Competition will face judges Thursday, Oct. 8, in the Davis Concert Hall. The

come to attend.

Winners of the final adjudications will play Dec. 12 at the Family Holiday Celebration Concert in the Davis Hall.

Literacy Council to train tutors

The Literacy Council of Alaska will hold an English Tutor Training workshop Oct. 10, 9 a.m. to 4 p.m., in the Noel Wien Library Conference Room.

The free workshop will train volunteers to tutor adults in English as a second language. To register call 456-6212.

10/5/92

Reading Fluency and Comprehension

Remember:

- Reading is making meaning from text.
 - It's more than being able to say the individual words in a sentence. Sentences are "basic units of meaning."
 - Reading fluency affects comprehension.
- Understanding what we read is more than recalling facts.
 - Reading comprehension happens before, during and after reading the text.
 - The best way to increase comprehension is to practice with as many examples of language as possible.

Practice Fluency:

Reading flows like normal speech and is understood in chunks not word by word.

Read Aloud:

1. Model reading during lesson time – let your student hear you read the flow of phrases, sentences or "units of meaning."
2. Paired reading – read aloud with your student. Keep the pace steady, use natural intonation, and don't stop for errors. Then let your student try some alone.
3. Phrase reading – for learners who read word-by-word: Mark off small groups of words within sentences. A slash mark after words that should be read together gives clues to the "units of meaning" within the sentence. Gradually make the units longer as the student's fluency improves.

Most work / is done well /
when we are happy / and know our job.
Most work is done well/ when we are happy
and know our job.
4. Window reading – Cut a one or two line hole in a piece of paper that covers most of a page of text. Practice reading a single sentence fluently before moving the window to the next sentence.

What to Read:

Newspapers
Magazines
Work-related books and manuals
Picture books for student's children
Language experience stories
School newsletters or memos
Books that interest the student!

Develop Comprehension

Remember:

- Choose materials with meaning for the reader—appeal to personal background and ideas.
- Ask questions that can't be answered yes or no.
- Avoid revealing the answer in the phrasing of the question.

Before Reading:

1. Ask questions that help the reader predict what's in the text. Use titles, headlines, captions and illustrations.
2. Help the reader identify the type of writing structure to expect. What makes it look like poetry, and essay, technical writing, or children's book?
3. Identify a purpose for reading—pleasure, specific information etc.

During Reading:

1. Use context clues to figure out meanings of new words and concepts.
2. Stop to restate the meaning and predict what's going to come next (not necessarily aloud).
3. Reread to check understanding of facts. Underline words that tell who, what, when, where and how.

After Reading:

1. Let the reader summarize the passage in his or her own words.
2. Ask questions that require higher levels of comprehension.
 - **Inference:** Good readers understand ideas not fully expressed in the text. Ask about motivation of characters, cause and effect, mood, idioms and the author's purpose in writing.
 - **Critical Thinking:** Good readers judge what they read for themselves, not accept every printed word as fact. They separate fact from opinion, assess the truthfulness of an author's message, and apply written ideas to their own lives.

This handout summarizes information found in *TUTOR: Techniques Used in the Teaching of Reading 6th Edition*, by Ruth Colvin and Jane Root, from Literacy Volunteers of America, 1987. The manual can be checked out at the public library or the Literacy Council.

11/92

Pronunciation

for tutors of English as a Second Language

Hints for tutors:

1. Focus on pronunciation for a short time in any lesson, maybe 10 minutes. It's hard work!
2. Focus on one pronunciation problem at a time.
3. Correct pronunciation only if it could distort meaning and lead to misunderstanding. Foreign accents are part of a student's heritage. We can respect that.
4. Practice pronunciation before spelling.
5. Be objective about progress. Is your student speaking better, or are you understanding better?

What is Pronunciation?

Sounds – Shaped by the lips, tongue, teeth and vocal cords.

Stress/Rhythm – Emphasis on one syllable or word that affects meaning, and the pattern of stressed and unstressed syllables that makes a "beat."

Intonation – The pitch, as in music, that makes a sound high or low. Sentences in English rise and fall to change meaning.

Juncture – How we link words together where one word ends and the other begins. Spoken English has many "reduced forms," like "Jeetyet?"

Terms to know:

Notice the relative position of your lips, teeth and tongue, as well as the vibration of your vocal cords.

voiced - Uses the vocal cords (all vowels and many consonants). Touch your throat (the sound of "m" or "z").

unvoiced - Made with the lips and teeth, and *can't* be "felt" in the vocal cords (the sound of "t").

stops - Made by stopping air with the lips or teeth (t, d, p).

continuous - Can be held for as long as the speaker has breath (f, s, l).

minimal pairs - Two words pronounced alike except for a single sound. This one difference changes the meaning, as in *bet-bit* or *thing-sing*.

Teaching Pronunciation:

Sounds:

- Use minimal pairs drills and games

Students must be able to hear the sound,
say the sound by itself,
and say the sound in context of whole words or sentences.

1. "Same/different" game: The tutor says two words: a minimal pair, or one word in a minimal pair repeated. The student responds by saying whether the two words are the same or different.
 2. Show your student how to make the sound before you ask them to imitate it. Practice with the position of lips, teeth and tongue to clarify the difference. Use a mirror.
 3. Practice minimal pairs with the problem sound in many positions in the words. Use picture cues. Have your student say words to you while you write them or point to a picture.
 4. Use sentence pairs that highlight differences in meaning.
Did you look in the west? Yes, I looked at the sunset.
Did you look in the vest? Yes, I looked in the pockets.
- Practice with tongue twisters for fun.

Stress/Rhythm:

- Practice reading aloud. Do it together or take turns. It improves fluency.
- Use poetry or other clearly rhythmic speech like music lyrics. "Head, Shoulders, Knees and Toes..." works great if your student needs to learn body parts. "Jazz Chants" are collections of useful English with strong rhythms.

Intonation:

- Practice reading aloud, together or separately.
- Use prepared dialogues that emphasize the problem with intonation. Work with questions, statements of surprise or danger.

Juncture/Reduced Forms:

- Use "aura" (hearing) comprehension exercises, like prepared dialogues, that ask the student to respond to a reduced form correctly.
- Play matching games with spoken and written expressions.

Advanced Students:

- All the techniques above can be used with advanced students. Use topics from other parts of the lesson: readings, dialogues.
- READ ALOUD! READ ALOUD! READ ALOUD!



The Literacy Word

Council of Alaska

Grant #R167A20055
Attachment 8.2

To inform volunteers, students and friends of LCA, 823 3rd Ave. Fairbanks, Alaska 99701 (907)456-6212

★ by Literary Project Coordinator

What's Happening?

For details or reservations for the following events, call LCA at 456-6212.

Training Workshops

English as a Second Language Tutor In-service: Ideas for tutoring Advanced ESL Students will be presented on Tues., Oct. 5, from 6:30-8:30pm at the Noel Wien Library. This workshop is open to all active tutors.

English as a Second Language Part I will be held on Tues., Oct. 19. Part II will be on Thurs., Oct. 21. Both sessions will be at the UAF Wood Center Conf. Rm. C from 6:00-9:00pm.

A Literacy Volunteers of America Reading Workshop will be held on Nov. 12-14 at St. Matthews Episcopal Church.

English as a Second Language will be presented on Sat., Jan. 15 from 9:00-4:00pm at the First Presbyterian Church.

A Math Tutoring workshop will be held on Tues., Jan. 25 at the Noel Wien Library from 6:30-8:30pm.

**SPECIAL
THANKS
TO ALYESKA FOR
PRINTING THIS
EDITION OF THE
LITERACY WORD!**

Shocking News!

A new study of literacy in the U.S. has shocking news. Almost half of all adults "do not have the literacy skills required to fully participate in society." Many adults need "an education tune up" in math and reading. The study focused on skills that adults use in real life. Even if many people said they read a newspaper once a week, some could not use a bus schedule, write a letter of complaint, or total the checks on a deposit slip. Over 26,000 people took part in the study.

Other facts to think about: Minority groups were more likely to score lower. One in four of the people in the lowest level were born outside the U.S. People who scored lowest earned less than half of what the people who scored highest. More results will be available in the next few months. Ask at the Literacy Council for a summary of the survey results.

Cross Age Results

The Literacy Council of Alaska concluded their ninth Cross Age Tutoring Project in early August. Supervising teachers Desiree Wright and Kathy Jennings trained twelve at-risk teens in both tutoring and in job preparation skills. These teens then tutored 96 students between six and twelve years old who were at least one year behind in reading or math. All of the tutors and most of the students post tested showed improvement in at least one area of study. Teens learned important job skills such as punctuality, conflict resolution, team work and work place planning and etiquette.

This year the tutors and students participated in the Golden Day's Parade. Children viewing the parade were excited to receive one of over 2,000 children's books solicited by the Cross Age staff and passed out by the tutors.

Cross Age is operated each year by the Literacy Council of Alaska and supported by grants from the Private Industry Council, ARCO Alaska, Alyeska, BP, Westmark, Exxon and the FNSB School District.

Inside

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Spotlight	3
Staff Notes	4
Thank Yous	5
Tutor News	2

Fall 1993

School Age Tutoring Project

We are pleased to announce that the School Age Tutoring Project has helped schools match 44 volunteer tutors with children since January. Tutor training workshops were offered in January and February to prepare volunteers to work in the school environment with children in grades K-8 and more than 60 people attended. Thirty-two adults and 12 high school students are now working with 59 students. Teachers have already been reporting marked improvements in the children who have been meeting with tutors.

We are extremely excited to be working with the FNSB School District on this project in offering the tutor training workshops and facilitating the match between interested volunteers and children who need help. If you are interested in helping a child improve his/her reading skills, please contact Chuck at 456-6212. There are opportunities in almost every elementary and middle school with a variety of times available to fit your schedule.

Tutor Reminder

Tutor Reports can be phoned in—please keep sending us those hours. We appreciate all the time you've devoted to tutoring!

Thank you!

As April is Volunteer Appreciation month, the LCA staff would like to thank all of our tutors for the hours they have so generously given.

Tutors in Prison ☆

The newest tutors at Fairbanks Correctional Center are inmates! After attending a training workshop they looked for their own students in the prison and logged over 50 hour of tutoring in two months. Because the average stay at FCC is brief, those tutors have moved on and a new group was trained March.

The FNSB Library Literacy Project, which coordinates the FCC program, is seeking interested LCA community tutors to help when inmate tutors are not available. Special training at a prison volunteer orientation is held monthly at the First Presbyterian Church. It offers an excellent overview of inmate characteristics and effective communication techniques. Please call Chris Hall for information, 459-1020.

Cultural Forums ☆



We are building bridges across the diversity of our town! Chinese, African-American and Hispanic groups each hosted events at the library this winter. Fairbanks families enjoyed traditional dances, children's games, ethnic foods, fashion shows, music and art exhibits. The Library Literacy Project helps to coordinate the forums

each month to allow different ethnic groups to share their rich heritages. LCA students and tutors are especially invited to attend. Look forward to a Russian Cultural Forum, April 25th, and an Alaska Native Forum, May 23rd. Call Chris Hall at 459-1020 for more information.

We would like to take this opportunity to thank the following sponsors and volunteers for their donations to these events:

Hispanic Cultural Forum:

Hair by Gloria
Gordos Restaurant
Fairbanks Daily News-Miner
John Hill of Auto Service Company
Fred Meyer's West
Alex Herrera

Chinese Cultural Forum

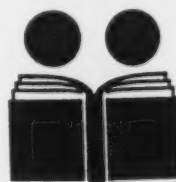
Tina O'Shay and KQRZ
John Hill of Auto Service Company
Fairbanks Daily News-Miner
PEO Sisterhood, Chapter I
Lizhen Gao

Grant #R167A20055
Attachment 8.3

The Literacy Council of Alaska
invites new and experienced tutors to a training session:

Tutor Talk Monday,
July 19th,
from 6:30 to 8:30 PM in the Noel Wien Library Conference Room,
1215 Cowles Street off Airport Way.

This meeting offers tutors the chance to
exchange ideas, discover new ways to solve
problems, and to explore the library's new
adult education books and software.



Please call the Literacy Council for more information or to register: 456-6212.

RECYCLED PAPER

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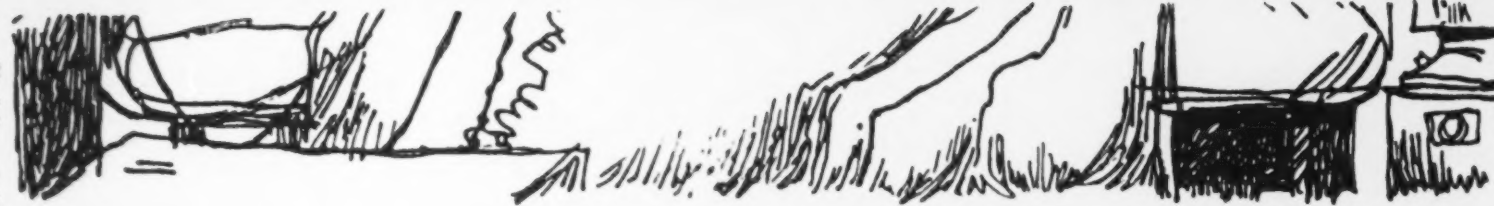
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TIPS

SIDE

112



"FIND OUT IF HILLARY CLINTON'S HEALTH CARE PLAN COVERS BACKBONE TRANSPLANTS..."

Monday, June 21, 1993

Library Literacy Project funds at risk

Guest Opinion

By MARY MATTHEWS

The president's economic stimulus package, designed to create new jobs, will close one program that trains adults in basic reading and writing skills. The Library Literacy Project at Noel Wien Library, one of many such programs across the country, would shut its doors in October if the current White House version of the stimulus packages passes Congress.

The Library Literacy Project works closely with the Literacy Council of Alaska to provide volunteer tutoring to adults in Fairbanks. In 1992, 200 volunteers were trained to tutor almost 300 students. These students are a mixture of English-language-speaking and foreign-language-speaking students. Though they are adults, they read below the eighth grade level, below the fourth-grade level,

even below the first-grade level. They come to the library or to the Literacy Council for many reasons, often related to obtaining employment. Job opportunities for the skilled and educated are scarce enough; for the job-seeker lacking reading and writing skills they are almost non-existent.

Cuts to Library Literacy would also eliminate the Prison Tutoring Project in which inmates are trained to tutor fellow inmates. Since 60 percent of inmates are illiterate, there is a critical need for tutoring in jails and prisons. Also

axed will be literacy programs for targeted low-income, minority and disabled populations. Tutor recruitment and training, conducted jointly with the Literacy Council, would be seriously curtailed. The Literacy Consortium, created by the Library Literacy Project to coordinate all the literacy programs in Fairbanks, would cease to exist.

Fairbanks is known to have a higher-than-average educated populace. Our school system is among the best. But the spectrum has two ends. Between 5,000 and 10,000 adults in Fairbanks lack basic literacy skills. A recent labor market assessment, conducted by Northern Research and Planning, stated that 47 percent of business respondents found it difficult to find job applicants with basic reading,

writing and math skills. The Library Literacy Project and the Literacy Council of Alaska serve 10 percent of this population with tutoring and programs. Without the Library Literacy Project, this number reduces to 5 percent.

It is time to speak out about the irony of a government program that seeks to create jobs by eliminating basic training necessary for obtaining those jobs. The U.S. Joint House/Senate Conference Committee will decide this issue. Alaska's Sen. Ted Stevens sits on this committee. It's easy to let him know what Fairbanks will lose if the Library Literacy Project is eliminated. You can call his local office at 456-0261.

Mary Matthews is executive director of the Literacy Council of Alaska.

BEST COPY AVAILABLE

LETTERS TO THE EDITOR



Fund drive

June 17, 1993

To the Editor:

I would like to apologize for an error in my letter to the editor that

Sandra Connelly for alerting me to this error.
Sincerely,
Tricia Gantner
Interior Region
Field Representative
American Heart Association

Bike helmets

The past few months you have published at least three human interest photos of local kids riding bicycles in ways that are inherently unsafe and even illegal: big brother pedaling with younger sibling perched on the frame of the bike between seat and handlebars (illegal); another, "look at me, no

ing. They and their children would wear helmets or not ride. Snell- or Ansi-approved bicycle helmets among many brand names are now lightweight, sleek, attractive and "cool" in all meanings of the word, and are not expensive, especially when considering the terrible damage what can be inflicted upon and

Grant #R167A29055
Attachment 9.1

LETTERS TO THE EDITOR

takeover

June 21, 1993

the Forestry Division
ing about the five-year
I left frustrated. I had
tions I wanted to ask of
people, but was inter-
what was a planned
now several other peo-
too who didn't get a
their questions. You
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meeting

June 22, 1993

nd "Dialogue with
up June 22, 1993,
! President Morris
comply more by
al meeting. This
true Indian lead-
ddress directly the
out management

s across the state
e shareholders of

other regional Native corporations
are seeking to address the manage-
ment slate in their regional cor-
porations. Even in the Lower 48, we
see shareholders in these large cor-
porations changing the manage-
ment slate in their corporations. At
the annual Doyon convention in
March 1993 we collected over 200
signatures on our petition to make
amendments to the management
slate, among them the minority
board of directors of Doyon Ltd. We
believe this is enough to call a spe-
cial meeting.

We also believe since the western
ways changed our ways, we can at
least Indianize some of their ways
to the benefit of all shareholders.
Like the president said at the last
dialogue, we don't want this as an
us-against-them issue. We feel the
same way, we don't have nothing
against anyone.

Now the president can restore
our trust and confidence in him by
calling this special meeting.

Thank you,
Doyon Shareholder
Gordon G. Riley
Fairbanks

Suicide lanes

June 22, 1993

To the Editor:

During the show at the Palace Sa-
loon, Jim Bell tells the tourists,
"We like winter because the mos-
quitos die off and we can go outside
again." That always gets a laugh.
Well, I have several reasons for lik-
ing winter. One, the snow fills up
the potholes. Second, it covers all
those yellow lines the city loves to
paint on our streets.

Recently I learned why the mid-
dle lanes of those three lane streets
are called suicide lanes. More
appropriately they could be called
murder lanes. I could have been hit
head-on by someone who used it as
a passing lane. On Lathrop Street,

at a time when another car was pas-
sing me, going the opposite way,
this jerk in a pick-up, going at least
60 mph, was coming toward me too.
He did not slow down, but swerved
out into the center lane and went
between us and kept going. I turn
left on Lathrop to get home. Had
either of us moved out of our lanes,
there would have been a bad acci-
dent.

Please, no more center lanes
down Lathrop Street, we don't need
them.

Vivian Ames
Fairbanks

Library project

June 23, 1993

To the Editor:

I just received a note from Chris
Hall, Library Literacy Project
coordinator, as well as a news re-
lease about possible elimination of
this important program that is de-
sperately needed by our commu-
nity. The news release was done in
conjunction with Sue Sherif, FNSB
public services librarian. It clearly
showed the impact of the FNSB
Library Literacy Project on our
growing community.

Personally, I have been involved
with literacy programs since early
grammar school, helping with
youth and adult groups, manager
for the "Book It" (national reading
program) and designing and mak-
ing posters and cards for summer
reading programs in several states
including Alaska. I have also
appreciated the cultural forums
held through our local program and
have reported on such. I know that
library literacy programs are
essential for the educational stimu-
lus and growth of our community as
well as the intellectual develop-
ment and understanding for all
ages. It is important for us to make
the effort to keep this program
alive, well, and if possible, receive

up-graded funding.

To "make the difference" you
can contact Sen. Ted Stevens at
456-0261. He is presently on the joint
House/Senate conference handling
this.

Jimmy Stuart Runner-Buening
Fairbanks

Literacy funding

June 23, 1993

To the Editor:

Mary Matthews' Guest Opinion
column in Monday's (June 21)
News-Miner is right on target in ex-
pressing concern about President
Clinton's proposal to eliminate
funding for the nation's library li-
teracy programs.

The good news is that the Senate
rejected those library funding cuts,
which were included in the House-
passed bill, so we've made it over
the first hurdle.

The next step is a conference to
resolve the differences between the
House bill, which adopted Presi-
dent Clinton's proposal to cut the
literacy program, and the Senate
measure, which continues full
funding.

As a member of the conference
committee, I will do my best to en-
sure that the library program will
be spared from the funding cuts
that were proposed by the Clinton
administration.

With best wishes.

Cordially,
Ted Stevens
U.S. Senate

Letters to the Editor

The Daily News-Miner welcomes
letters to the editor, P.O. Box 70710,
Fairbanks, AK 99707. Each letter must
carry the name, address and daytime
phone number of the writer. Letters may
be no longer than 250 words, and no one
may publish more than one letter every
30 days. The News-Miner reserves the
right to edit or reject any letter.

Friday, June 25, 1993



Books or Walls of Brick? Literacy in Alaskan Libraries by Christine Betz Hall, Literacy Coordinator, Fairbanks North Star Borough Public Library

Surrounded by books, librarians recognize the importance of reading. But to many people, those "stacks" may as well be walls of brick. They yield little and present seemingly insurmountable barriers. The one in five of all adults in the United States who lack the literacy skills to cope successfully with everyday living may never visit a library (statistics from the U.S. Dept. of Education, Adult Performance Level Study). But libraries can and do reach out to draw them in. The Fairbanks North Star Borough Library Literacy Project works to promote literacy among adults in Fairbanks in coordination with the Literacy Council of Alaska.

Who does the program serve? A study in 1982 found that 13% of adults in the U.S. may not read at all or read below the fourth grade level (Federal English Language Proficiency Study). That could include many thousands of Alaskans! A significant portion of that total is made up of immigrants and refugees who don't speak English. Census data reported that in 1990, 5,100 Fairbanksans over five years old did not speak English at home. Many of them can't. The Literacy Council of Alaska and the Library Literacy Project hope to attract these populations into training programs to improve their basic skills.

People are never as easy to understand as percentages. But librarians need to be able to address users' needs regardless of their skill levels. Here are a few generalizations to keep in mind when working with adult non-readers and non-English speakers: First, they are intelligent! They may succeed admirably in other aspects of their lives—work, family, sports or church. Many non-English speakers are well-educated in their own languages. Most adult students see themselves as responsible, self-directed and independent. "I don't have trouble thinking, my trouble is just reading" (*Tutor, 6th Edition*, by Ruth Colvin. Literacy Volunteers of America, 1987. p. 11). Second, their self-respect may be very vulnerable. They may hide lack of skills or fluency out of fear or embarrassment. Many adults have compensated creatively, others may be withdrawn, angry or suspicious of others. Asking for help or learning new skills may be very intimidating. These adults often need

sensitive responses and a lot of sincere positive reinforcement. Lastly, adult non-readers and non-English speakers are not like children who lack basic skills. They do not learn like children; they bring a wider range of life experiences and expectations to learning, and they have adult responsibilities that limit their time and energy.

So, what does the FNSB Library Literacy Project do for adult students of basic skills and English as a second language (ESL)? A federal grant from the Department of Education under the Library Services and Construction Act, provides funding for a coordinator, supervised by the public services librarian, to initiate and implement a variety of projects: She coordinates with the Literacy Council of Alaska to recruit and train reading and ESL tutors; orders and maintains materials in a special Literacy Collection of books, texts and audio and video tapes; conducts library tours and workshops for Literacy Council students and welfare recipients in a local job training program; coordinates a biennial community literacy forum for resource agencies and concerned citizens; organizes regular meetings of a literacy consortium of resource agency directors; and is implementing a prison inmate peer-tutoring program. Successful projects have included publishing and distributing an informational listing and brochure of local adult basic education and English as a second language agencies; creating "Life Saver Packets" of forms, applications, word lists and practice sheets for use by adult students and tutors; and establishing eleven "seed collection" literacy libraries throughout the borough. In previous years, the coordinator planned the annual "Winter Children's Fair" attended by 2,500 people. She organized a family literacy project that included soliciting funds for bookbags filled with two or three children's books that were distributed to fifty families at a family reading night.

Not all libraries have the resources to mount an extensive literacy campaign. But *all* librarians can be informed of the local literacy needs and resources. The best assistance a librarian might give to adults seeking help with basic skills, could be to refer them elsewhere. Librarians can suggest tutoring or classes at local agencies.

They can call organizations to find out more about the services available, or direct library patrons directly to outside services. In Fairbanks, more than fifteen organizations offer educational programs which help adults improve their reading and math skills, learn to speak English, obtain computer or vocational training, or prepare for the G.E.D. or T.O.E.F.L. (Test of English as a Foreign Language). Librarians can encourage adult education organizations to use library facilities by offering library tours or setting aside quiet, private space for tutors and students to meet. The best literacy libraries are those that are part of a network of services. You can help open the doors of opportunity in those brick walls.

For more information, please call or write:

Christine Betz Hall
FNSB Library Literacy Project
1215 Cowles Street
Fairbanks, Alaska 99701
(907)459-1020.

Literacy Quotes

"Not being able to read will hold you back in everything because you don't have confidence in yourself. It changes the way you stand and the way you sit and the way you deliver yourself. You talk less for fear of saying the wrong thing. A persons that cannot read thinks right, but they don't know how to put their thoughts together into words because they doubt themselves. You may know the truth about something, and you want to tell a person about it, but just because you can't read and the other person can, or the other person went to college, you feel that they know it all. So you don't say anything because you think you will say the wrong thing."

"Continuum: Read this Page to Some one Who Can't" *Omni Magazine*, 6/91
By Melvyn Campbell, student at the Brooklyn Public Library Literacy Program

"He entered junior high. It was no longer a game. Now it was war, John Corocan against the literate world. Now he had to change classes for each subject, to hide his secret from six teachers instead of one. All those dumb rows and yardsticks and awful silences, all those

moves from town to town had taught him a few tricks, of course. How to read a human being and smell warmth or danger, how an illiterate with two good fists, a quick wit, and a handsome smile could adapt and survive."

"The Man Who Couldn't READ"
Esquire 8/90

"Imagine the strength of character that led the man who could not read, but who was vice president of his union here at Bethlehem Steel, to come for literacy help after he retired. What drew him on to learn?...Human beings are language-users, enveloped by the fabric of language. In earlier ages a person could function reasonably well, and feel fulfilled, merely being able to participate in the spoken conversation of the community. No more."

"For the Illiterate Many, the Gift of Taking Part" *International Herald Tribune*, 3/27/92

What librarians should know about Adult Basic Skills Students and Non-English Speakers

They might be intimidated by books and libraries.

Their self-respect may be very vulnerable. They may:

- * be embarrassed by lack of skill or fluency,
- * hesitate to reveal lack of knowledge,
- * fear learning or failure,
- * resent being treated like a child,
- * need a lot of sincere positive reinforcement.

They are intelligent! They might:

- * succeed in other aspects of their lives: work, family, church, sports friendships,
- * compensate for lack of skills very creatively,
- * see themselves as responsible, self directed, and independent.

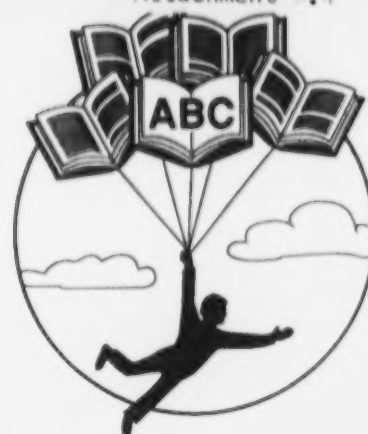
They do not learn like children. They:

- * bring a wide range of life experiences and expectations to learning new things,
- * learn best in informal settings with relevant materials,
- * have adult responsibilities that limit their time for new learning,
- * need to experience immediate and ongoing success to maintain motivation to learn,
- * can react negatively to pressure and competition.

Live and Learn!

A Resource List for Adult Basic Education, English as a Second Language, and Job Training in Interior Alaska

Fairbanks North Star Borough
Public Library Literacy Project
1215 Cowles Street
Fairbanks, Alaska 99701
(907) 459-1020



This resource list was prepared with Federal funds from a Title VI grant.

Updated September 1993

Adult Learning Programs of Alaska

Rebecca Morse, Director
452-6434
301 Cushman Street
Fairbanks, Alaska 99701

Serving: People at least 16 years old, no longer in school and wanting to acquire high school skills. Fees for some classes.

"ALPA" offers comprehensive adult basic education services. Professional teachers instruct small classes during daytime and evening courses and special workshops on basic reading, writing and mathematics skills; they also provide GED preparation and testing, instruction in English as a second language, preparation for the TOEFL (Test of English as a Foreign Language), computer courses, life skills and job search skills classes. Students may attend open study hours for additional individual help. ALPA's library includes adult education references, text books and a wide variety of written and audio visual materials. They offer classes in Fairbanks, North Pole, Eielson Air Force Base, Fort Wainwright and many Interior villages.

Alaska Native Education, FNSB School District

Cris Hill, Coordinator
452-2000 Ext. 467
P.O. Box 71250
Fairbanks, Alaska 99707

Serving: FNSB School District students who are at least 1/16 Alaska Native or American Indian. Services are free, but parents must fill out a certification form to document eligibility.

Fourteen Home-School Liaisons based in the public elementary and secondary schools work with Alaska Native and Native American K-12 students in individual study sessions and group tutorials as well as making home visits to talk with parents. They help with school work, encourage cultural activities and counsel students on career and leadership opportunities and post-secondary education. Alaska Native Education (ANE) encourages active parental involvement by hosting monthly community potlucks, study skills and parenting workshops. They maintain a library with resource materials, books, videos and curriculum materials for teachers, parents, community members and resource agencies.

Alaska Work Programs

Karen Kowalski, Manager
451-2860
State Office Building
675 7th Ave., Station A-1
Fairbanks, Alaska 99701

Serving: Only people using public assistance funds through AFDC or Food Stamps. They must be referred by their caseworkers at the State Division of Public Assistance. All clients will take assessment tests and agree to a plan with a clear employment goal. Services are free of charge.

Alaska Work Programs seeks to promote self-sufficiency through employment for people currently using AFDC ("Aid to Families with Dependent Children") or Food Stamps. This state agency operates a "JOBS" Program (Job Opportunities and Basic Skills) and the E & T Program (Employment Training Program). Extensive screening tests for skills, aptitudes and interests provide the basis for developing and carrying out a complete employment development plan for each client, with clear goals and a clear plan of action. Alaska Work Programs provides support services including childcare so that clients can participate fully. They coordinate with many local agencies and manage "JOBS" staff inside several organizations on this list. When a client reaches basic education goals including literacy or passing the GED, the agency can fund job skills training.

Army Education Center

Jackie Morton, Director
353-7486
Building 2110, Montgomery Road
Ft. Wainwright, Alaska 99703

Serving: Members of the armed services and their adult dependents. Services are free, though dependents may be required to pay fees for testing. College courses are open to all, including civilian personnel, but service members receive priority.

The Army Education Center seeks to improve education on Fort Wainwright by offering assessment and vocational testing (including the GED and Test of Adult Basic Education, TABE), counseling, referrals to local agencies, a "Basic Skills Education Program" (BSEP), and college level tests (SAT and CLEP) and courses. The BSEP provides morning and afternoon classes as well as individual tutoring to help raise students' scores on the TABE, which enables them to pass the GED and enroll in college coursework. Adult Learning Programs of Alaska holds evening classes at the center for English as a Second Language training and GED preparation. Tutoring can help army personnel to pass the General Technical Test required for reenlisting. The Center also allows independent study using computers, video programs and other resource materials.

Community Schools Program, FNSB School District

Bob DeGraw, Director, 456-6564
951 Airport Way
Fairbanks, Alaska 99701

Serving: All ages. Some classes are free, but fees vary according to the class and materials involved.

The Community Schools Program presents classes to all members of the community regardless of age. However, many classes are suited to a particular age group. Courses offer a wide variety of opportunities in many subject areas including: GED preparation, driver education, art, computers and business. Class offerings are published three times a year in the Weekender section of the Daily News Miner.

Community and Regional Affairs, State of Alaska

Deanna Orris, Regional Manager
451-2160
1001 Noble Street, Suite 430
Fairbanks, Alaska 99701

Serving: Youth age 14+, adults and older Alaskans from outside the Fairbanks North Star Borough.

DCRA provides funding for education and job training for eligible people residing in Interior Alaska and the North Slope Region through the Job Training Partnership Act (JTPA) and State Training and Education Program (STEP). Specific eligibility requirements vary from program to program. Applicants reading below the 8.9 grade level are referred to appropriate agencies to improve reading skills. Individuals with reading skills at or above the 8.9 grade level are scheduled for aptitude and interest assessments in their home communities. Appropriate training is arranged through various training agencies to make the client more employable.

Correspondence Study, FNSB School District

Judy Larreau, Head Teacher
452-2000 Ext. 201
P.O. Box 71250
Fairbanks, Alaska 99707

Serving: Students up to age 20 who live in the Fairbanks North Star Borough.

The School District manages a comprehensive home study program for grades K-12. Students can earn a regular high school diploma by taking courses through the mail and completing work on their own initiative. The Correspondence Study office supervises tests at central locations. Students have access to computer facilities and library resources.

Even Start Program, FNSB School District

Susan McMahon, Director
452-2000 Ext. 226
P.O. Box 71250
Fairbanks, Alaska 99707

Serving: Parents with a child under 7, who live in the Denali, Anderson, Barnette, Chena, Joy, Ticasuk Brown or Hunter Elementary School attendance areas, who are not currently enrolled in high school.

"Even Start," the School District's family literacy program, provides basic education for parents and their young children. Specialists promote literacy by working with parents in their homes and the Even Start Center. Even Start's coordinator and staff implement the national program "MotherRead." This literature-centered approach involves parents in their children's needs through reading and storytelling. Parents improve their academic, employment and parenting skills as their children grow and learn. Even Start will accept self-referrals and referrals from local agencies.

Fairbanks Native Association Employment Program

Nellie Hamsley, Director
456-2311
100 Cushman Street, Suite 203
Fairbanks, Alaska 99701

Serving: Alaska state residents. Age, ethnicity, financial and other eligibility requirements vary. Please call. Services are free of charge.

FNA Employment helps people find jobs, whether it be for a career change or an initial position after a period of unemployment. Participants are guided through a self-directed employment search. Clients meet with professional career counselors, identify career interests and aptitudes, work to overcome or manage any barriers to employment and receive job referrals to positions statewide. A thirty hour Job Readiness Skills Workshop allows clients the opportunity to increase self-esteem, set effective goals, practice assertiveness skills, create a competitive resume, develop problem solving skills, learn interview techniques and participate in a mock interview with a local employer.

Basic english and math skills assessments and individual tutoring are provided; however, clients requiring extensive academic assistance or vocational training will be referred to other local agencies. On-the-job training and work experience opportunities are contingent on funding availability.

Fairbanks North Star Borough Public Library

Sue Sherif, Public Services Librarian, Christine Betz Hall, Literacy Project, 459-1020
1215 Cowles St.
Fairbanks, Alaska 99701

Serving: Library users, adult basic education and ESL tutors, students from the Literacy Council and staff from libraries and agencies in Interior Alaska.

A federal grant provides for coordination with the Literacy Council of Alaska to promote literacy among adults in Fairbanks and outlying areas. Work funded by the grant includes: promoting use of the library Literacy Collection for adult basic education and English as a second language; coordinating regular meetings of a Literacy Consortium of local ABE and ESL resource agency representatives; conducting tours of library resources for adult students in local programs; coordinating a tutor inmate program at Fairbanks Correctional Center; and organizing a series of cultural forums hosted by local ethnic groups.

Group study areas, the Literacy Collection room and meeting rooms are available for tutoring and individual study. A small collection of materials is housed at the North Pole Branch Library.

Fairbanks Private Industry Council

David Dean, Executive Director
456-5189
500 1st Avenue
Fairbanks, Alaska 99701

Serving: Youth age 14+, adults and older Alaskans. Specific income and age requirements vary for different programs. Please call for details. Targeted groups include felons, youth at risk, and pregnant or parenting teens.

"PIC" provides education and training to help people obtain and keep long-term employment. An initial orientation and assessment session determines applicant aptitudes, interests and eligibility for program services. Program participants and PIC counselors then create an "individual service strategy" to implement jointly developed training goals. Training opportunities are generally reflective of FNSB job requirements. PIC does not provide loans or grants to participants.

PIC counselors are always alert to a client's need to improve their basic reading or math skills. Counselors may request further assessment to identify problems, enroll participants in remedial learning courses or GED testing, or refer them to other local agencies.

Hutchison Career Center, FNSB School District

Don VerStrate, Director 479-2261
3750 Geist Rd.
Fairbanks, Alaska 99709

Serving: Classes are open to school district high school students and the general public as space permits. Fees vary depending on materials needed and credit load.

Hutchison Career Center offers comprehensive vocational training in a fully equipped facility. Adults and young adults not enrolled in the school district may participate in three programs: auto mechanics, business occupations and drafting. Other courses include: electronics, woodworking, culinary arts and more. Classes meet during the daytime, Monday through Friday only, using the high schools' rotating schedule. Computer labs, auto garages, electronic drafting equipment, a production bakery and woodworking shop are a small sampling of the valuable resources available at the Center. The Tanana Valley Campus also offers courses to adults using the Center's facilities.

Job Service, State of Alaska

Pat Knopf, Vocational Counselor
Jackie Warne-Bower, Vocational Counselor, 451-2871
675 7th Avenue, Station D
Fairbanks, Alaska 99701

Serving: Adults and youth age 16 or older at the Job Service office. There are no eligibility requirements and no fees for services.

Job Service matches job seekers with employers' needs in Fairbanks, and assists adults with making appropriate choices about employment. Job Service can administer math and reading assessments, clerical testing and screening for the Private Industry Council dislocated workers program. Vocational counselors recommend testing, advise and refer people who need to improve their academic and employment skills to other agencies. A counselor visits Lathrop High School and travels to Tok, Delta, Healy and Barrow counseling secondary students on career opportunities.

Literacy Council of Alaska

Mary Matthews, Director
Susan Knaebel, Tutor Coordinator
456-6212
823 3rd Ave.
Fairbanks, Alaska 99701

Serving: Adults who want to learn to read, write or speak English. Services are free.

The Literacy Council provides tutors for adults having difficulty reading, writing or speaking English as a second language. Volunteers work with people at all skill levels on a one-to-one basis, two to four hours a week, according to their own schedules. A cross-age tutoring program trains "at risk" high school students to work with younger children. LCA also coordinates with local elementary schools to provide tutoring for young students in the classroom. An extensive library of literacy education reference materials, adult basic education and ESL texts and fiction books fills LCA's downtown offices.

Night High School, FNSB School District

Jack Witham or Colleen Johnston
Lathrop High School, 456-7794
901 Airport Way
Fairbanks, Alaska 99707

Serving: Youth and adults not necessarily registered in the FNSB School District. No age limit applies.

The school district offers regular courses for high school completion with a standard diploma. Monday through Thursday after 3pm, students can schedule three to four classes in a row, including: most senior level classes, basic course requirements and electives including PE and art. The Night School uses the well-equipped Lathrop High School building.

Current high school students must have permission from their school counselor, principal and parent to participate in Night School.

Salvation Army

Sue McCarty, Social Services
Coordinator, 452-5005
Hours: 12-4pm M-F
117 1st Ave.
Fairbanks, Alaska 99701

Serving: Adults seeking basic education. There is no charge for services.

The Salvation Army Emergency Service Center provides clothing, food and a health care access system to people in need in Fairbanks. A Salvation Army employee promotes literacy by offering an atmosphere in which to define needs and seek further help with basic skills. She refers clients to other agencies, and helps people use resources on hand including: literacy videos, books and a computer with basic education software.

Tanana Chiefs Conference, Education Department

Reva Shircel, Director of
Education 452-8251 Ext. 3185
122 1st Avenue, Suite 600
Fairbanks, Alaska 99701

Serving: Alaska Native and American Indians. Services are free.

The Tanana Chiefs Conference (TCC) provides funding and coordinates adult basic education in 38 Interior Alaskan villages with the Adult Learning Programs of Alaska (ALPA). In Fairbanks, students are screened at the TCC Fairbanks sub-regional office, 1302 1st Avenue, 456-1702, and are often referred to ALPA for classwork. TCC hires instructors who work with individuals and groups of Alaska Natives and American Indians to administer the GED and TABE (Test of Adult Basic Education). The TCC Education Department contracts with ALPA to cover the cost of administering and scoring the GED test for urban and rural residents.

Tanana Chiefs Conference, JOBS Program 452-8251

Louise Charles, Coordinator,
Ext. 3191 & Marle Jackson, Case
Manager, Ext. 3194
122 1st Avenue, Suite 600
Fairbanks, Alaska 99701

Serving: Alaska Native families receiving AFDC (Aid to Families with Dependent Children) or Food Stamps through Public Assistance within the TCC Doyon Region and the Arctic Slope Region. A Certificate of Indian Blood or proof of enrollment is required. Services are free of charge.

The main goal of the TCC JOBS program is to assist Alaska Native families on welfare (AFDC or Foodstamps) to get the education, training or job skills necessary to avoid long term dependency on Public Assistance. An orientation and assessment process determines clients' educational levels, skills, interests and experience. An Employability Development Plan outlines a step-by-step process to achieve identified goals that will lead to self-sufficiency. The JOBS Program offers assistance through career counseling, education, job skills training, job readiness activities and job development and placement. Other support services available include: child care assistance, funding for one-time work related expenses, transportation and transitional child care. All services are provided on an individual, as-needed basis, as program funding is limited. Coordination with other agencies is an integral part of JOBS.

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**Tanana Valley Baptist
Association:**

ESL Program 479-2113

Nancy Baldwin, Area Coordinator
102 Pepperdine
Fairbanks, Alaska 99709

Friendship Baptist Principal,
Sharon Wells 452-1853
University Baptist Principal,
Shirley Childers (w) 452-1049
(h) 456-4510

Serving: Adults and teenagers.
Books cost \$10.00. Classes are free
of charge.

Area Baptist churches coordinate evening English as a Second Language classes at two locations: Friendship Baptist Church at 1501 Lacey Street and University Baptist Church at 1197 University Avenue. Trained instructors teach small classes in conversational English, reading and writing. Citizenship classes are offered at Friendship Baptist. Bible study is optional at separate times. The churches provide free childcare and transportation to classes if needed.

**Tanana Valley Campus,
University of Alaska**

Dept. of Student Development
and Learning Assistance
DeAnne Hallsten, Department
Head, 451-7223
510 2nd Avenue, Room 210
Fairbanks, Alaska 99701

Serving: Any interested adults.
Credit classes cost \$64 per credit,
but student success workshops are
free.

The Tanana Valley Campus of the University of Alaska offers credit and non-credit classes and workshops in downtown Fairbanks and at other borough locations including Hutchison Career Center. Preparatory college courses in writing, reading, math and computer applications are held during the day, evenings and weekends. Counselors recommend basic testing for placement and appropriate goal-setting. The Tanana Valley Campus regularly administers the ASSET assessment test for associate degree students. Vocational courses include: culinary arts, electronics, fire science, early childhood development, human services technology, business occupations and more. Students use well-equipped computer labs and extensive vocational machinery and equipment.

Anyone in the community may attend Tanana Valley Campus "student success workshops" at no charge. These shorter sessions cover topics as diverse as note-taking, successful job hunting and resume writing. Project College and Career helps non-traditional students prepare for college in the spring and fall. PCC offers a three week, full-time seminar to introduce the university and review basic math, writing, reading, word processing and study skills. PCC includes extensive advising and follow-up. There is an additional fee for attending Project College and Career. Contact Marjorie Illingworth for more information.

Grant #R167A20055
Attachment 10.1

He's **Famous!**
He's **Amos!**

He's Wally "Famous" Amos,
founder of the Famous Amos Cookie Company.

And he's here in Fairbanks
to talk about libraries and literacy

on Wednesday, May 26th, at 7pm
in the Noel Wien Library Auditorium—1215 Cowles Street.
Call the library for more information: 459-1020.

Famous Amos to cook up reasons to read at library Wednesday

He has a GED high school equivalency diploma and a doctorate. His floral shirt and Panama hat are on display at the Smithsonian Institution's Business Americana Collection, and he served in the Air Force. Any guesses as to his identity?

Besides his own company he has been a spokesman for the Supremes, Hush Puppies, Simon & Garfunkle, United Airlines and the California Egg Board. His awards include induction into the Babson



Greg Hill

College of Distinguished Entrepreneurs, the Horatio Alger Award, the President's Award for Entrep-

reneurial Excellence and the National Literacy Honors Award. Give up?

Well, he has also served as National Spokesman for Literacy Volunteers of America for the past ten years, makes incredible cookies, and will be appearing at Noel Wien Library Wednesday, May 26, at 7 p.m. Yes, it's Dr. Wally "Famous" Amos of chocolate chip cookie fame.

Wally Amos is visiting Alaska to help celebrate the second

anniversary of the Alaska Center for the Book and to promote the 20th anniversary of the Alaska Humanities Forum, but he is taking time out of his busy schedule in Anchorage to fly to Fairbanks to speak with young adults about the importance of reading. His commitment to literacy is such that he travels all around the country for Literacy Volunteers of America, and, as in this instance, he often does not require an honorarium or reimbursement beyond his airplane ticket.

That is being provided by a contribution from the Library Foundation.

Mr. Amos believes in writing as well as reading, for he has written a children's book called "Wally Amos Presents Chips & Cookies." And he puts his money where his mouth is because fifty cents from the sale of each book is donated to Literacy Volunteers. He has also co-authored with his son an inspirational self-help book titled "The Power in You," and that work reflects not only his confidence in himself, but his faith in the potential within everyone.

Mr. Amos was born into poverty in Tallahassee, Fla. At 12 years old, he was sent to live with his Aunt Della in New York City. There he

dropped out of high school and joined the Air Force where he acquired his GED. This enabled him to train at a secretarial school after being honorably discharged. This eventually led to his being hired by the William Morris Agency and representing a number of top rock 'n' roll and Hollywood acts. These contacts helped him start up the first cookie boutiques in the country.

If there's a young person you know who might need some inspiration in their life, who may have a reading problem or just needs a little motivation, encourage them to come to Noel Wien Library this Wednesday and visit with Wally Amos.

Greg Hill is director of Fairbanks North Star Borough libraries.

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Grant #R167A20055
Attachment 10.2



RUN

For Literacy & Your Library!

**Chena River Run
Saturday May 22nd, 9am
10K/6.2 miles**

Proceeds of the Chena River Run
will benefit the FNSB Library. A new
Literacy Lab will be created, with
computers and basic education
programs for adults.

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You can register at the
Fairbanks Athletic Club.
Information is available at
the Noel Wien Library

**FNSB Libraries and the
Literacy Council of Alaska
urge you to walk or run the
Chena River Run**

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Literacy Facts:

- **1 in 5 adults in the U.S. lack literacy skills to cope successfully with everyday life.**
– U.S. Dept. of Education, Adult Performance Level Study
- **10% of adults in Fairbanks have not completed high school.** – 1990 Census report
- **7.4% of the Fairbanks population speak a language other than English at home.**
– 1990 Census report
- **60% of prison inmates are illiterate.** – Reported by the Alaska Department of Education
- **44% of American adults do not read even one book each year** – Reported by the Alaska Dept. of Education

If you know someone who needs help with reading, writing or English as a second language, contact your library or visit the Literacy Council of Alaska at 823 3rd Avenue, 456-6212.



FNSB Library Literacy Project 459-1020

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LOCAL
IN BRIEF

Staff Reports

Hunters in refuge need F&G permit

For the first time, hunters must register with the Department of Fish and Game to hunt waterfowl or small game on Creamer's Field Migratory Waterfowl Refuge.

Creamer's Coordinator Herb Melchior said he wants to count the number of hunters on the refuge and give them information about rules and closed areas.

The main viewing field near the parking lot on College Road and the area around the nature trail are closed to hunting. Hunting is allowed on the rest of the refuge. Some areas are closed to hunting with firearms but may be hunted by bow.

Hunting of waterfowl is not permitted on some fields because of federal regulations pertaining to hunting of waterfowl over baited fields.

Last year, hunters needed a special permit to hunt in Creamer's Field, which is no longer required. Refuge maps and other information are available at the Fish and Game office. Hunters must have a current hunting license and appropriate duck stamps.

Literacy lab receives Rotary donation

MUS and GTE Directories announced that the Fairbanks Rotary Club made a \$10,000 donation to the Noel Wien Library on Aug. 25 for the establishment of a new literacy laboratory.

The money was collected during the Chena River Run this year. MUS and GTE Directories are major sponsors of the annual run.

8/93

I. Work Completed:

The FNSB Library Literacy Project Coordinator attended the Literacy Volunteers of America Conference in Denver, Colorado, November 5-7th. She participated in the following workshops: "Doing time, Basic Literacy Skills in a Community Correctional Facility; Book Banking; The Way to Excellence as a Workshop Leader; Benefiting from the new National Literacy Institute; What is Different about Inmate Tutoring Programs? and ESL Methods and Activities." Nationally recognized professionals conducted the workshop sessions.

II. Instructional Improvement Project Goals/Objectives Met:

- The Literacy Project Coordinator received valuable training on establishing literacy programs in corrections institutions. Using methods and concerns raised during conference workshops, she has organized an inmate tutor training workshop and established procedures for student intake at Fairbanks Correctional Center in coordination with the Education Department
- She is helping to revise the Literacy Council of Alaska tutor training handout packet with materials presented at an ESL techniques workshop by Evelyn Renner, Literacy Consultant, Anaheim, California. She ordered additional materials directly from Ms. Renner following the conference.
- She incorporated new methodologies learned at the conference in the November tutor training workshop and revised participant evaluation forms to reflect aspects highlighted in conference presentations.
- The Literacy Project Coordinator introduced LCA staff to Evelyn Renner's "Language Acquisition" model of the process of learning to speak, read or write English.
- She reviewed exhibits of ABE and ESL materials at the conference. Two items have already been ordered. Other books and tapes will be purchased for the library literacy collection later this winter, including: ESL preliteracy workbooks, spelling texts, low level fiction and biblical selections.

III. Instruction Activities Completed:

- The Literacy Project Coordinator co-facilitated an LCA tutor training workshop on November 14, 1992, incorporating techniques and materials from the LVA conference.
- She is currently organizing an inmate tutor training workshop at Fairbanks Correctional Center for December 12th, using a handbook recommended at the conference.

IV. Evaluation Activities Completed:

- Written self and peer evaluations of instructional practice at the 11/14/92 tutor training workshop are attached.
- Sample copies of tutor trainees evaluations of the 11/14/92 workshop are attached and reflect changes in methodologies as mentioned above.
- Library Literacy Project supervisor's statement of the effect of conference training on grant goals is attached.
- To this date, LVA conference training has not impacted the local Literacy Consortium, coordinated by the Literacy Project Coordinator.
- Other evaluative activities will occur as part of ongoing programs at the Literacy Council of Alaska and the FNSB Public Libraries. The long-term benefits of this year's LVA conference training will not be easily quantifiable. However, the project coordinator directly impacts the training of over 100 tutors each year, and may have contact with up to 300 LCA students. So, conference training will continue to influence many in our community.